

PERSONAL



Mary Warnock

Recently in Oslo, I tried to explain the voucher system to some enquiring Norwegian educationists. I was at a disadvantage, because I was not then, and am not now, entirely certain how it would operate, in what form it finally took. But I gave them the gist. I said it was designed to enable parents to exercise a choice of schools to which to send their children, and especially to enable more of them to choose to send their children to independent schools than could at present afford to do so.

I was bound to add that speculating about the voucher system and its consequences had become a fashionable sport in the British press, and that in any case the whole thing was intended to be experimental (though why experiments on human subjects should be thought ethically acceptable in this field, I could not say).

In any case, even with all my disclaimers, the Norwegians could not really understand what I was saying. Why should parents want to choose to send their children to a school other than the neighbourhood school where they belonged?

In Norway, where there are parallel classes in a single school, who goes into which class tends to be settled geographically, so that a

child sits in class beside his next-door-neighbour in his own street. The very idea of sending him to a school which his neighbour does not attend is regarded with horror. And there are no independent schools to choose, except a few Rudolph Steiner schools, patronized by very rare eccentrics, or visiting foreigners.

I do not, myself very much like the Norwegian obsession with "the commune". I think it tends to make people conformist, timid and over-dependent on the approval of their neighbours. I don't think, in any case, it would do for us. Any suggestion that we belong in one place or another would, I believe, inspire us with determination to go somewhere else as fast as possible. Where would we have been, historically, if people from Scotland, Wales or Ireland had always believed they must stay for ever "where they belong"?

On the other hand, I found it hard to defend the view that the maintained schools should enter into competition with each other, advertising, perhaps, or at least publicizing their examination results in the most favourable way possible, and indulging in all kinds of fashionable rhetoric, for the sake of attracting clients.

ARISTIDES

Yard ahead in race?

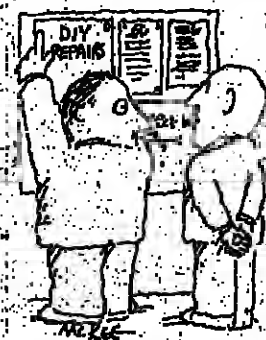
The Royal Anthropological Institute's weekend conference, "Teaching about Prejudice and Stereotyping," seems to have had some slightly unexpected results.

As reported in this column a couple of weeks ago, the Institute's director, Jonathan Benthall, was rather pleased because the head of Hendon police training college had promised to send along two senior officers. They duly turned up, along with a psychologist, and were clearly impressed by what they heard.

One of the themes which came out quite strongly was the importance of a whole school policy, with examples from ILEA's education officer, Bill Stubbs. The message was duly received that the same principle applies to the police force: it is no use training police in the right attitudes unless they prevail all the way up through the hierarchy.

One of the police officers there, Chief Inspector Sally Hubbard, a former lawyer who has been examining training in the Metropolitan force since Sarman, pointed out that they were in fact ahead of the TUC and the immigration authorities in studying racial prejudice.

Unfortunately, none of this came much to the audience. "Some of the teachers present did seem to be guilty of stereotyping," commented Jonathan Benthall sadly.



Who will repair the damage if it does while repairing the damage they've already done?

NEXT WEEK

- Home service: the achievements of working class children are boosted when schools encourage parents to hear them read; the lessons of two famous experiments.
- Heather Neill reports from Bologna Children's Book Fair.
- Extra: children's books.

Coconut campus beckons

Geoffrey Caston, secretary of the Committee of Vice-Chancellors and Principals, has been appointed Vice-Chancellor of the University of the South Pacific. The job, which conjures up the image of Mary Martin, clad in doctoral robes, washing someone out of her hair while lectures continue under the palm trees, is nearly as exotic as it sounds.

The university's main campus is at Suva in Fiji. There is a second site in Western Samoa 800 miles away. It draws its support from 10 countries plus its main sponsor, Fiji, in a region three times the size of Europe, and the vice-chancellor requires advanced diplomatic skills in holding onto their confidence.

Caston, who will be 57 when he takes up the job in the autumn, seems custom-built for the task. After Cambridge and Harvard he joined the Colonial Office and, having been marked out as a high-flyer, found himself in New York in the late 1950s, as part of the team representing Britain on the UN Trusteeship Council.

As the Colonial Office wound down along with the colonies, he transferred to the DES, and soon succeeded Derek Morrell as the DES nominee as joint secretary of the Schools Council.

He was tipped for the top echelon in the Department had he stayed, but he seemed to get itchy feet - perhaps this is what the Schools Council did to people - and after a brief spell he was off to be Registrar at Oxford University.

But now it's back to diplomacy and educational administration, the begging bowl and the Third World, and a chance to escape from the frustrations of British academic politics to the frustrations of the South Pacific. It can't be bad.

day at the ACFHE conference, Sir Keith had a little intellectual fun on the subject of non-advanced further education. He hated centralization, he stressed, didn't like the UGC and NAB really but they were an unfortunate corollary of public spending. And how about setting up a national body for NAFE too?

Tory teachers remained unmoved by this but college principals began to fidget. And they laughed nervously when Sir Keith said they would "need to devise ingenious ways of accommodating the 'extra students' flowing into colleges this autumn because of the Youth Training Scheme." (Sir Keith, who likes a bit of audience participation, just said: "Oh, you're awake, good.")

But they started to jump up and down when he told them bluntly that college staff must be prepared to work on in the evenings so that employers wouldn't have to release workers for training at awkward hours. Sir Keith misunderstood the murmur and said reprovingly: "Are we really so conservative? - with a small 'c'?" Then his brow cleared. "Oh, already doing it? I got the wrong message. Good!"

As George Tolley, the next speaker, put it: "Can I say I'm nervous after all that?"

Both on Wednesday and the next



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Joseph jitters

Sir Keith Joseph's treatment of his audience is becoming more and more bizarre.

On Wednesday, at a meeting of the teachers' group of the Conservative Trade Unionists, Sir Keith was stumped by a question from the floor about Model A and Model B. These models, avid readers of these pages will recall, were for two kinds of national body for polytechnics and colleges: the "local authorities" model and the "Department of Education" model.

Our questioner wanted to know why the Government had plumped for something like model A rather than model B. "No, I can't remember the arguments, it was 18 months ago," came the unexpected reply. Then, recovering himself: "Oh yes, when the taxpayer pays the whole cost, it's not right to leave him out of the decision" - which was certainly not the right answer.

Both on Wednesday and the next

the manifest badness of some private schools, it is amazing how persistent is the myth that all of them are better than any maintained school. For instance the publicity-prone Brinn Tyler, headmaster of Kingswood School, Corby, in the latest *ISIS* newsletter accuses parents of children at independent schools of "buying advantage". They may of course, as he must know, be buying the very opposite. But he is not one to be pedantic, or over-worried about accuracy. He argues, for example, that independent schools cannot be founded on Christian values, because they teach hierarchy. It seems an eccentric view of Christianity that presents it as wholly hostile to hierarchy. The New Testament, though it may suggest that in some ways the poor are better off than the rich when it comes to entry to the Kingdom of Heaven, does not suppose that in this life they are identical. The owner of the vineyard is assumed to have the means to hire labourers, and the prodigal son, returning, is ready to work among the servants. The Church itself is not perhaps the least hierarchical establishment in the world.

This is not the most surprising of Mr Tyler's *mois*. He seems to accuse both parents and teachers of pornographic tastes if they teach with independent schools. He is not, I think, straightforwardly suggesting vice in the private sector, but rather giving a new sense to the word "pornography". It is not used to refer to reading obscene literature or looking at obscene spectacles, but to procuring immoral gains, or jolting oneself for immoral purposes, the immoral gain being a "good" education, the immoral purpose teaching children so that they are educated better than their neighbours. Mr Tyler is, of course, the first to use words with a sexual sexual application unflinchingly. He describes things that he dislikes, the word "obscene" is sometimes used to describe such practices as fox-hunting, or such institutions as the University of Oxford. I remember my own headmistress taking me at the age of 12 that I was prostituting my intellect. But she would not tell me what that meant, when I asked.

Nevertheless, it is not clear to me that such words add much to the debate about the merits of independent education. What seems certain is that this debate lies at the heart of any discussion of the voucher system.

Tirez l'autre...

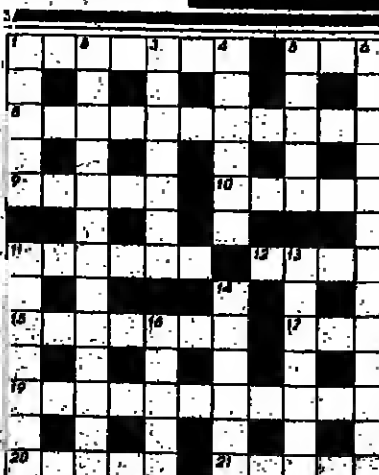
A common practice in schools is to weekly (if not weekly) submit by the staff to the head of a book giving a synopsis of their planned lessons.

heads actually read these and, if they do, whether they understand them. The story, probably apocryphal, is told of a teacher who wrote out, in full, in his record book the words of "Mary had a little lamb" and merely had it initiated, as usual, by the head.

Not apocryphal, however, is the tale of a teacher of French who one week invented the new course *Les Grenouilles d'Ajoupa* by Tirez and Kermil.

Encouraged by the head's weekly acceptance of this, he proceeded to announce the teaching of the song "by the author" Kermil. "Il n'est pas facile d'être vert," the essay topic "L'inspecteur Chouette le Panthère Rose" was quickly followed by a discussion on "L'importance du bêtise pour l'éducation" and the teaching of the colloquial expressions "Fragrant et mort écho" and "Tirez l'autre; il des cloches". The perpetrator then moved on to another school.

No 91 CROSSWORD by Rufus



Across
1 Treatment of mother's who have (7)
2 Drop many tears (5)
3 The speed at which we go (6)
4 This dance can go all over the place (5)
5 Field place in the rush (7)
6 A laughing bird to get out of (6)
7 He is entitled to a salary of whatever is left (4)
8 Down
1 Opposite baroque many initiate (5)

2 May it enable water measures to be at the end of the day? (6)
3 City, once a day, starts talking (7)
4 Frenchman who could not read (6)
5 Be quiet and keep the day waiting (11)
6 Not out at all of play - might even be (2,3,6)
7 The most poet (7)
8 Served to a rich man (7)
9 Outdoor winter, sliding into ice-cream (11)
10 Holy place that is full of things (11)
11 Petal shaped fold (5)
12 West round or present sideways (5)
13 A cause of repeated ill-telling (7)
14 French island Napoleon went into (5)
15 Looking or just thinking about it (11)
16 Tidy offence (5)
17 Protected from shock, but still broken-hearted (7)
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19 French island Napoleon went into (5)
20 Looking or just thinking about it (11)
21 Tidy offence (5)
22 Protected from shock, but still broken-hearted (7)

THE TIMES Educational Supplement

11 MARCH 11 1983 NUMBER 3480

FIRST PUBLISHED 1910 PRICE 48p

Ministers draft £25m student loans programme

by Biddy Passmore

Initiative loans scheme for students has now been agreed between the Department of Education and the Treasury and seems a very likely date for inclusion in the next Conservative Manifesto. But it appears to be losing

the scheme, which would cost £25m a year initially, is to be replaced by a Cabinet committee.

Expected, it would replace half current maintenance grant with a new loan. The remaining grant would be means-tested but the loan would be at a flat rate. It has not been decided whether the loan will be administered by the Department of Education, or a new body, or the Inland Revenue.

Conservative ministers have managed to secure the Treasury's agreement for "sweeteners" including an increase in the loan/grant mix to 50:50 in higher education who would be dependent on discretion.

These include students on medical courses and those on law qualifications. The Treasury has not agreed to reduction of the parental contribution but it has agreed that the loan would be reduced from 25 to 20 per cent.

The estimated cost of £25m a year is lower than initial estimates because it is thought that

many students will not take up the Government loan and will prefer to use their parents or the bank instead. Treasury ministers have apparently accepted the need for higher spending in the short term to make the scheme more politically attractive - and because the government will start recouping the money in the 1990s.

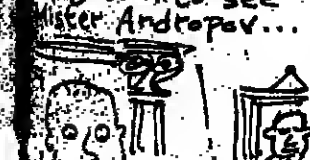
The scheme will probably get through next week's committee but may encounter trouble in Cabinet, where "wet" ministers like Mr Jim Prior, the Northern Ireland Secretary, are likely to object that it would discourage poor students and be unlikely to prove a vote-winner.

There is also known to be strong opposition to the scheme among Conservative back-benchers, led by Sir William van Straubenzee, chairman of the Conservative education committee, and Mr Robert Rhodes James, the Prime Minister's link man between higher education and the party.

Nonetheless, a loans scheme now looks a much stronger candidate for inclusion in the next Tory Manifesto than vouchers. Work on the "radical" voucher scheme demanded by Sir Geoffrey Howe, the Chancellor, is said to be going very slowly in the Department of Education and it thought the idea may be allowed to die. Some plan to extend parental choice - such as a straightforward extension of the assisted places scheme - will probably have to be included to save face, however.

Meanwhile the MSC's chairman, Mr David Young, says that he has no objection to organizations or individuals becoming managing agents, and sponsors because they think they can make a profit out of it. But he doubts whether it could be practicable.

The British CSE Association to see Minister Andropov...



A CSE exam on the threat of nuclear war is being planned by a group of teachers and scientists.

The proposal is the result of collaboration between Teachers for Peace, an offshoot of CND which claims around 1,000 members, and Scientists Against Nuclear Arms, a 300-strong group that advises the Greater London Council.

Mr Bryson Gore, a PhD student and member of the London committee of SANA, said that the syllabus would be questioning the reliability of Government statistics about the balance of nuclear weapons in Europe. It would also challenge official claims about the effectiveness of civil defence plans for nuclear war.

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Nuclear war CSE planned

Theories about how to achieve world peace and an examination of how the nuclear threat affected people's personal lives would also be covered, he said.

Miss Hilary Lipkin, coordinator of Teachers for Peace and a primary teacher at Primrose Hill school in London, said that there was a real problem in getting coverage of nuclear issues within the traditional school curriculum, especially in science.

Mr Gore, a student at Imperial College, said that despite its name, SANA had no formal links with balance of nuclear weapons in Europe. It would also challenge official claims about the effectiveness of civil defence plans for nuclear war.

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Solo... this young violinist from the Hunka Trio in north London was playing at St John's, Smith Square recently, the first audition for the National Festival of Music for Youth. The 20 regional auditions, and sponsored by W H Smith will lead to 4,000 young musicians taking part in the festival at the South Bank Concert Halls from July 14-16. One thousand will then appear at the Schools Prom, at the Royal Albert Hall next November.

Going alone as YTS agent

A local authority careers officer believes he can make a living out of running his own Youth Training Services project, Mark Jackson writes.

The officer, in the Greater Manchester area, is willing to give up his job to try it.

He has put a formal proposal to his local Manpower Services Commission under which he would begin by taking complete responsibility for up to 130 trainees.

This would mean that he would draw around £250,000 a year from the MSC out of which he would have to find more than £170,000 to pay the trainees the current £25 weekly allowance.

He would also have to pay for 13 weeks off-the-job education and training plus the administrative costs of placing the youngsters on work experience with employers and monitoring their progress.

Meanwhile the MSC's chairman, Mr David Young, says that he has no objection to organizations or individuals becoming managing agents, and sponsors because they think they can make a profit out of it. But he doubts whether it could be practicable.

"It is the first case I have come across that governors have expelled a child of this age," he added.

The expulsion came after her mother, a parent governor at the school, refused to let her daughter be referred to an educational psychologist for assessment and placement in special education.

She declined to comment on the case, but Mr Jan Luba of the Stockwell and Clapham law centre, who assisted her at the hearing, said she believed her daughter's behaviour was no more difficult than that of any ordinary child. For this reason, she would not let her be referred to a psychologist.

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Row as 'out of control' girl, 10, is expelled

by Nick Wood

A 10-year-old black girl, said to be out of control, has been expelled from school after all the staff said they would refuse to teach her.

The pupil at Haselrigge primary school, Clapham in south London, was expelled last week after a four-hour meeting of the governors used a secret ballot to decide her future.

A letter from the staff to the governors described her as showing "no remorse after unacceptable behaviour" and said she had a "negative and disruptive effect" on other children.

"We believe that for her to return would not be beneficial for her or the school," the teachers said.

Mr Peter Herbert, honorary general secretary of the NASUWT branch association of the NASUWT said that teachers at the school had told him they would refuse to teach the girl if she came back after being suspended. He had replied that the union was almost certain to back them if they went ahead with their threat.

"I feel they want to embarrass her because she is a parent governor. If my child were at the school I wouldn't trust any of them ever again."

Ms Bernard said she was determined to take the matter further. She would raise it within the schools subcommittee.

"Black people have been criminalized already. They don't want to be sectioned as mentally ill as well," she said.

A spokesman for the local divisional office of the ILEA said it was seeking an early meeting with the mother to arrange her daughter's transfer to another school. In the meantime, she would be offered home tuition.

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The girl had been the victim of "lies" and a "conspiracy" among the teacher governors, she said. The governors had failed to give the case a "sympathetic airing" and had ignored evidence that the girl had been beaten up and bullied by a boy at the school who had gone unpunished. They had brushed aside her mother's objections to referral to a psychologist, which she had claimed were on religious grounds.

"I am very concerned - not just for her but for all black children. There is a growing feeling in the black community that children are being forced out of school because parents refuse them seeing a psychologist."

"Schools say your child has got to see a psychologist. To black people anything 'psych' means your kid is mad. This mother and all black people - me too - do not trust your psychologists."

"I offered to explain to her the difference between an educational psychologist and a psychiatrist while asking for no suspension or expulsion to take place. But they all voted for the child being thrown out of the school."

"I feel they want to embarrass her because she is a parent governor. If my child were at the school I wouldn't trust any of them ever again."

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Ethnic examples

Teachers need to be shown what successful multicultural education looks like, John Eggleston argues.

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PLATFORM

The centre cannot hold

Power is a funny thing. It has a marked tendency to come to pieces in one's hands. An illustration of this emerges in the running attempt of the House of Commons Select Committee on Education to draw from Sir Keith Joseph, the Education Secretary, the extent to which Government-inspired cuts in educational expenditure are threatening the capacity of local education authorities to fulfil their statutory duties.

What initially caught the MPs' attention (and the headlines) was Her Majesty's Inspectorate's judgment last year that four particular authorities were giving cause for concern and the admirable stubbornness of Miss Sheila Browne, the Senior Chief Inspector, in refusing to break her word that the inquiry was confidential and say which they were. The MPs found this behaviour puzzling and frustrating.

The story has other lessons, however, among the most interesting of which is the paradox that those who seek greater power and control end up by losing it. The point can be very briefly stated.

Under the 1944 Education Act, the bodies responsible for providing education are the local education authorities. The overall duty of the Secretary of State, "to promote the education of the people of England and Wales", is met by his securing "the effective execution by local authorities under his control and direction of the national policy for providing a varied and comprehensive educational service in every area". The ways that he exercises this con-

trol and direction are spelled out in later sections of the Act. One of these is Section 99, which says that if the Secretary of State is satisfied that local education authorities (or any school governors, come to that) have failed to discharge any duty imposed on them by the Act, he may declare them in default and give them directions, enforceable by mandamus.

This was the power that MPs were concerned about. They had been led to believe, by an inspector's report, that there were four local authorities which were in danger of failing in their statutory duties because their spending on education was insufficient. Now one would have expected that if there were such a danger, the Secretary of



Tyrrell Burgess (above) argues that school standards will continue to decline so long as the Government persists in its philosophy of weakening the l.e.a.s by starving them of cash and condones the meddling of the Education Secretary in local decision-making

State would be among the first to be alive to it, would take steps to avert it and be proud to account for these actions to the House of Commons. A satisfying sense of duty does not something Secretaries of State too rarely have the opportunity of feeling.

Unfortunately, the Secretary of State has cut himself off from these satisfactions. He is a member of a

Government which has taken increasing control over local government spending and means to take more. His brother of the Environment determines in detail what he thinks local authorities ought to spend and what they ought to raise in taxes, and he penalizes those authorities who make different decisions from his own. Sir Keith Joseph's own department proposes

to take this further by establishing a specific grant for education designed to give the Secretary of State more control over detailed educational spending in each local authority.

The consequences of these increased central controls are interesting. They ensure, for example, that decisions in local government bear less and less relation to the actual circumstances of an area or the wishes of the people who live in it. This is expected, and even intended, by central Government, because central Government has decided that on this issue it is bound to know best.

There is another consequence, however, which is unexpected. It is that if a Secretary of State controls in detail the spending of local au-

thorities, in other words, if he is a guarantor of the local authorities' performance of their duties, backed by Her Majesty's Inspectorate reporting to him, he no longer fulfils his statutory duty of maintaining standards, but he lacks the proper power (he still has) but because he has no additional, and improper, power to do something else.

The authors of the Education Act were wiser than the present Government. They knew that a rational decision about a school like education, which should be made by individuals and should respond to local wishes and circumstances. But they did allow the central Government to meddle in the local initiative for improvement.

By contrast, the present Government is undermining the capacity of local authorities to provide for their financial base and their accountability to their electors. This decision, taken at only the meeting of the structure working party to have been held during the two-year period, means they will have to bridge the considerable gaps between both sides' proposals over the next 12 months.

It is just one more example of the mechanism through which less centralization leads to less and continuing decay.

Tyrrell Burgess is reader in the study of social institutions at the London Polytechnic.

After two years, salary review working party runs out of steam

Talks hitch puts brake on pay decision until after Easter

by Richard Garner

Two years after a working party was set up to review the current pay structure, there is still no sign of a decision to discuss it in for any scale to pay scales to be introduced this year.

Teachers' leaders and representatives of the local education authorities have therefore decided to put the current pay structure to one side after Easter - before they have agreed an agreement on this year's pay negotiations.

This decision, taken at only the meeting of the structure working party to have been held during the two-year period, means they will have to bridge the considerable gaps between both sides' proposals over the next 12 months.

At least they now have some hope of progress in the struc-

ture talks following the tabling of the claim. The employers suddenly showed a surprising sense of urgency to reach agreement on structural changes when the Burnham committee, which negotiates pay, met for the first time this year to discuss the annual pay claim.

However, the proposals the management panel put to the working party meeting last Wednesday were radically different from those of the teachers.

It wanted to set up working parties to consider the different ways in which the pay scales could be altered.

One of these would assess the criteria and procedures for judging individual teachers' quality of performance - both for deciding whether they should be able to move on from a newly-established entry grade for the profession and who should be able to move up the pay scales at an accelerated rate.

A second working party would examine the duties and responsibilities required of teachers on the different pay scales.

After last week's talks, the unions said the meeting had been "fairly productive" and the management said the discussions had been "amicable". But Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side, said there had been "too much to discuss in too little time" for agreement to have been reached during this year's pay negotiations.

Now that the structure element had been deleted from this year's pay claim, negotiations on the teachers' claim for a "substantial" rise have begun in earnest with a meeting of the Burnham committee yesterday.

Before this meeting, Mr Jarvis was adamant that the teachers wanted an increase which was more than the current level of inflation as part of an attempt to restore teachers' pay to "proper professional levels". The teachers were therefore looking for a better deal than the local authority manual workers - who have settled for an increase of 4.78 per cent.

Tories launch sixth-form poly plan

A curious reorganization scheme involving specialized comprehensive feeding into a "polytechnic sixth-form" has been devised by Plymouth Conservatives as the answer to their city's educational problems.

The plan, for implementation in 1986, has already won the unanimous backing of the ruling Conservative group on Devon County Council and goes to the schools sub-committee in 10 days' time.

It has been provoked by the need for urgent action in the unreorganized west of the city, where parents are using their freedom under the new Education Act to opt out of secondary modern schools and into the new purpose-built comprehensives on the city's outskirts. School rolls are in any case expected to drop by a fifth by 1991.

But the five grammar schools in the area remain prestigious and achieve good results. Plymouth Conservatives recognize it would be unwise politically to abolish them as part of a comprehensive reorganization - and it would be unlikely to secure Government approval.

A group of five councillors led by

Dr Vernon Williams, dean of the College of St Mark and St John, has drawn up a hybrid plan. This retains four out of five grammar schools but upgrades seven of the secondary modern schools into 11-16 comprehensives.

All parents in the Plymouth area would be able to put their children in for a new high school entrance exam for the four grammar schools but the compulsory 11-plus in West Plymouth would end. The 11-16 comprehensives - each four or five form entry - would specialize to a particular area of technology to avoid duplicating resources and, it is hoped, to make them more attractive to parents.

The specialisms are: science, technology and environmental studies; information technology and the arts; craft design and technology; language and communication technology; and world studies and natural studies. All 11-16 schools would provide the same core curriculum for 70 per cent of the time but would concentrate on their specialist areas increasingly from the age of 13. Their curriculum would be coordinated by an academic board.

Pupils could then go on to a new "polytechnic sixth-form", expected to have about 350 students, which would continue with the specialist areas of technology and would be heavily influenced by Plymouth Polytechnic. They could also go on to the sixth-form of the neighbouring Devonport High School or Plymouth further education college.

The £3m plan is the latest in a series of reorganization proposals for Plymouth. An earlier scheme for an "express college" for the top 25 per cent of the ability range was defeated by heavy parent and teacher opposition although other parts of that reorganization plan are already being implemented.

If this plan is approved, it will mean the end of secondary modern schools throughout Plymouth. It is by no means certain it will find favour with Sir Keith Joseph, the Education Secretary, and his officials but Devon councillors were hopeful this week it would strike a welcome chord at the time of the New Technical and Vocational Initiative.

Campus concern over penalties

Prospects for would-be university students grew dimmer this week with the news that the University Grants Committee has penalized seven universities for admitting too many students last autumn.

Hull, Dundee, Heriot-Watt, Swansea, Cardiff, Keele and Essex have been fined a total of £250,000 because the committee claims they are failing to cut numbers quickly enough to reach the set targets by 1983 or 1984. The grant reductions described by the UGC as "nominal", are meant to persuade universities that the targets are to be taken seriously.

The universities concerned were smarting under the indignity of their treatment this week. Some, such as Heriot-Watt and Swansea, overshot their planned intake because too many candidates who have not yet got a conditional offer face very steep demands.

Keele, fined £20,000, disputes the UGC's judgment that it is off course for its 1984-85 target. Dr David Harrison, vice-chancellor, stressed that the UGC had never set any targets for last year's intake. According to Keele's own calculations, which allowed for its complicated mix of three and four year

courses, last year's intake of just over 700 kept the university on course.

"The UGC don't tell us why we've transgressed, what the target was or how they calculated the amount to be deducted", Dr Harrison said. He intends writing to Sir Edward Parkes, the committee's chairman, to complain.

Bradford and Salford, two of the worst hit universities in the current round of cuts, have been told they are not to lose any more money as a result of their level of admissions last year.

Delay part-time degrees until UGC move

by Karen Gold

Universities should beware of enthusiasm for part-time mature students linked to the decline in the 18-plus age group, academics were genuinely keen on continuing education. "There is a great deal more flexibility in the academic mind now than I have ever known", he added.

The conference might be seen as "the beginning of the beginning", on the road to lessening the divide between those who participated in education and those who did not. Dr Richard Hogarth, Warden of Goldsmiths' College, London, with Birkbeck College and co-sponsored by the THES.

Professor Randolph Quirk, vice-chancellor of London University, said that although some university

have launched an appeal to raise £1m to ensure the survival of the college. Felicity Jones writes: Birkbeck College, part of London University, is noted for providing part-time evening degree work for 2,500 students who are in work or available for full time employment.

The College needs to fund more scholarships, improve facilities, promote short courses and to establish a centre for research and development in part-time higher education.

At a reception to mark the appeal launching Sir Keith Joseph, Education Secretary, has promised that any funds raised would not be subtracted from the college grant provided through the UGC. - THES

enthusiasm for part-time mature students linked to the decline in the 18-plus age group, academics were genuinely keen on continuing education. "There is a great deal more flexibility in the academic mind now than I have ever known", he added.

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NUT group to be wound up

Raok and File, one of the two dominant left-wing groupings within the National Union of Teachers during the past two decades, is being disbanded.

At one time Rank and File was the predominant voice on the far left of the NUT with Mr Dick North, a prominent figure in the group, sitting on the union's executive as an inner London member.

However, the breakaway Socialist Teachers' Alliance - formed a few

years ago - has now gathered momentum within the union, gaining two members on the NUT executive: Mr Bernard Regan (inner London) and Mr Ken Jones (outer London).

Over the past few months it had become evident that only teachers who were also members of the Socialist Workers' Party had remained within Rank and File.

It has now been decided to form an SWP group of NUT members.

NEWS

Setback for Exams Council

by Sarah Bayliss

An embarrassing hitch in plans for the new Examinations Council has taken the Department of Education by surprise.

The council, whose membership was announced last week and which is to be entirely funded by and the DES, was due to begin its work from April 1 in new premises at Notting Hill Gate in West London.

But, the signing of a contract on the building, called Newcombe House, has been abruptly postponed after a warning to the DES that the price is too high - by between £40,000 to £50,000 a year.

The warning comes from the Conservative-controlled Association of County Councils, which has commissioned its own valuation. It is understood that the original contract price was £215,000 a year, with the tenants paying for redecoration and re-planting. But the ACC valuation totals £185,000 a year with the landlord paying for inside improvements - making a £40-£50,000 difference.

The ACC, which was privately fu-

rious when Sir Keith failed to consult them on the abolition of the existing Schools Council, expects to find in part the new Curriculum Development Council sharing the premises at Newcombe House.

In a letter to Sir Keith, Mr Allister Lawton, chairman of the ACC's education committee and himself an expert in property, points out that the valuation by one of its member authorities is much lower than that accepted by the DES from a commercial valuer.

Referring to the costs of the Curriculum Development Council Mr Lawton said, "We owe it to our members to get the best possible deal. It is up to the DES to arrange for a third opinion."

A spokesman at the DES said a third valuation had been made but its findings were not yet available. The official starting date had been shifted until after Easter, he added.

The membership of the new council under the chairmanship of Sir

Wilfred Cockcroft, is: Allanston, Head of Education, University of Birmingham; Daniel, Headmaster, Comprehensive School, Mr L P Gides, Personnel GEC Telecommunications; R P Harding, Chief Officer, Buckinghamshire; Kaachano, Principal, Oxford of Further Education; Dr by, Director of Research Electronics; Mr J L Science Master, Malvern Lady Parkes, Chairman Diocesan Board of Education; D Pearson, Chairman, Committee, Walsfield Council; Professor A of English Department of Hull; Mr J B Jary, East Midlands Education Council; Dr Margaret Relf, Principal, St Jude's College, for Mrs Judith Walpole, County Councillor, Norfolk; and Mr D Williams, Headmaster, School, Wiltshire.



Mr Little (right)

Labour Scots want radical changes

By Biddy Passmore and Neil Munro

Graduate work in Scottish union would come under the control of a tertiary Education Council, Scotland under plans announced by the Labour Party this week.

This is the most surprising proposal to emerge in the Scottish programme for the next general election, set out in a document which is to be discussed in a conference in Perth this week.

Postgraduate work would be under the control of a University body.

Martin O'Neill, Labour's education spokesman, described the proposals as "the most radical and state-education ever to be presented in Scotland."

His plans to delay replacement of the Scottish equivalent of the three-tier system with a three-tier system, known as the Dunning programme,

would simply cause further confusion in the third and fourth years of secondary school, the document says, and could mean that 14 to 16-year-olds would end up following three quite separate courses.

The document proposes a 12-month moratorium on all developments affecting the 14 to 16 age group to allow time for a rethink.

It states clearly that O grades have "outlived their usefulness" and that the party remains committed to a radical reform of the curriculum in the middle stages of the secondary school. It implies that a Labour government would ditch Munn and Dunning in favour of courses similar to CSE mode 3, with an assessment of pupils' non-academic achievement in profile form.

Labour's document is much firmer on the areas of education which are now non-compulsory. It echoes national commitments already approved by the party conference:

nursery education on demand from the age of three and a two-year entitlement to education or training from the age of 16. Also repeated in the document are pledges to ban corporal punishment, and all state support for private schools and an entitlement to one year's education for all over 18.

But on one point it appears to go further than agreed party policy. While the document pledges restoration of all cuts, it says the universities will only get their previous cash limits restored if they discriminate in favour of working class students and open themselves up to mature students and the community.

Gaelic teaching would get a boost with the establishment of an absolute right to be educated through the medium of Gaelic in the Gaelic-speaking areas and an obligation on authorities in other parts of Scotland to provide Gaelic teaching where a "substantial majority" want it.

Supervision: heads step up pressure

by Richard Garner

Headteachers have told Sir Keith Joseph, the Education Secretary, that they must "face up" to his responsibility for dealing with the problems surrounding lunchtime supervision in schools.

The Secondary Heads Association have pointed to "the deteriorating state of affairs". This comes in letters sent to Mr Allister Lawton, chairman of the Association of County Councils' education committee, and Mrs Nicky Harrison, chairman of the Association of Metropolitan Authorities' education committee. Copies of the letters have been sent to Sir Keith coupled with another letter telling him the final responsibility rests with him.

The SSHA says it has warned its 350 members that local education authorities must be told they are responsible for providing safe conditions in schools at lunchtime.



Allister Lawton (left) and Nicky Harrison (right)

It says there are three ways out of the present deadlock:
● Altering the shape of the school day.
● Paying overtime to teachers to get them to supervise; or
● Employing enough teachers to allow those who supervise to have time off in lieu.

The association warns that until one of these ideas is implemented

head who are not provided appropriate staff, sufficient to ensure that they are running risks with them liable for very serious legal action if a case is brought against them by the parents of a child.

The letter adds: "The response of an authority to be so warned would be the best to close the school at the midday break. If the issue such an order, it is a must accept the consequences."

Negotiations over the lunchtime supervision in the body which discusses conditions of service, with reached stalemate, with players calling for a piece teachers that they will lunchtime supervision.

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NEWS

HMI reports

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Praise for sixth-form development

Staff of a Nottinghamshire school that changed from secondary modern to comprehensive in 1973 are praised by HMI for their hard work in building up a sixth-form.

A report on Matthew Holland school in Selston, an area of small and isolated communities, concludes that it has made a "reasonable, modest, start to providing a coherent and relevant post-16 education for its pupils". (The school, with 1,085 pupils, had 34 in the sixth-form last year.)

Since the first comprehensive intake entered the sixth-form in 1978, the school has, understandably, striven to build up its A-level courses, the inspectors say. During their inspection last March, they found staff and students working hard and achieving creditable results, with an average of slightly more than two A-level passes per student.

But more thought needed to be given to helping students with study skills and to offering courses better suited to the less academic than O level and CSE courses.

HMI's main concern was the lack of social facilities for sixth-formers, who were free to go home when they had no classes. If they stayed, their accommodation was a small room containing "two tables, a narrow table along the length of the room, a few chairs and a number of lockers".

"As a social centre, or as a work area, it is inadequate for 34 young people", the report says. "It discourages not only their social and intellectual development, but also their capacity to make an impact on the life of the school."

Mr Roger Hydo, the headmaster, said this week that a building programme to provide a suite of rooms for sixth-formers should be finished by September.

The inspection was one of a series conducted by HMI in the Midlands to assess the quality of 16 to 19 provision in different types of institution.

new community

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Clean bill of health for independent school after brutality claims

by Nick Wood

St George's, the Suffolk independent school accused of operating a brutal regime and "reigns of terror", is a generally happy place where boys are well cared for, HM inspectors reported this week.

HMI were ordered to look at the Suffolk school by Sir Keith Joseph, the Education Secretary, last September after BBC Radio 4's *Checkpoint* programme featured former staff and pupils making sensational allegations about its use of corporal punishment.

This week Sir Keith told MPs that the school had been given a clean bill of health by the inspectors and his officials who had conducted a separate investigation of the allegations. No further action was planned.

The HMI report "indicates a number of weaknesses in the school resulting in part from its rapid growth in recent years," said Sir Keith.

"However, overall standards of provision were found to be reasonably satisfactory and a recent overhaul of the school's organization and policy holds out the prospect of further improvement. The points of weakness have been drawn to the attention of the school."

"During the Department's complementary inquiries no evidence was provided by those who made the original allegations or by others to substantiate the few specific incidents alleged, which were directly denied by the headmaster."

"Against this background, I have

concluded that there is no basis for considering any formal action against the school," Sir Keith said.

HMI comment on the school's use of corporal punishment, pointing out that in the first 10 weeks of the autumn term, there were 40 recorded incidents of boys being slipped.

Mr Derek Slade, headmaster of St George's and the central figure in the allegations about the school, has resigned.

Mr Slade, who says he has no wish to be a "public figure", intended to go when the storm of publicity broke over the school but was restrained by the "loyalty" of his colleagues, pupils and parents.

"Now that the affair has been carried out to a satisfactory conclusion and I and the school have been cleared of any impropriety, I have carried out my original intention of resigning."

He remains a director of the school and says he is seeking a headship elsewhere. His brother, Mr Barry Slade, the deputy headmaster, takes over until a successor is appointed.

though only one caning. This was roughly in line with past practice.

"There must be some doubt as to the effectiveness and appropriateness of corporal punishment in these cases. The school should now give attention to the development of a more constructive and sensitive approach to sanctions," the inspectors say.



Derek Slade, headmaster of St George's, where the boys are well cared for.

They also question the practice of allowing boys to settle their differences through boxing matches. "As the weight of medical evidence is against the inclusion of boxing as a physical education activity for young pupils without rigorous safeguards, the school should reconsider this practice."

They found that the disciplinary system is "over-concerned with the regulation of behaviour". The school rules run to seven pages and show "an excessive concern for detail". But the boys were "pleasantly sociable and friendly in the firm but not repressive atmosphere of the school."

HMI judge St George's towards recognizing this fact and perhaps bringing in a less elaborate disciplinary code.

Standards of work among the 347 boys aged 7 to 17, 9 out of 10 of whom were from Armed Service families, were "reasonable" in relation to age and ability. The boys were "industrious and committed to their work".

Weaknesses were noted in the curriculum and teaching methods.

tended to a traditional approach. The primary section of the school boys follow separate subjects from each other.

"As a result, opportunities always taken to develop links to the best effect or to lay foundations for later work."

In the senior school, the curriculum was "variable" and the staffing instability was a number of candidates, most of whom offered few clues to their performance.

The 22 teachers at St George's the boys had a heavy workload each week, but the 45 and also undertook boarding duties. There was a long school day, too.

committed feminist and former teacher to Tony Benn who sees class as her strongest motivating force in politics has been in charge of London's schools for just under two years.

was never a pedigree likely to attract the ILEA schools sub-committee, many in the teaching profession, conservative with a small c more often than is commonly supposed with a large one, to the press or even to those who ran the authority before present administration took over in 1981.

When she took the chair Mrs Morrell outlined straightaway what "broad policy priorities" were: to tackle under-achievement among girls, working-class areas and blacks. Her confidence

in the old guard who felt that education had indeed been to get to grips with these issues for 100 years, and a woman who had never in an education committee membership ought to read up about it.

At least one senior official within ILEA recalls that this approach on reflection has something to recommend it: "She saw a problem and took a completely new look at it. It was probably quite healthy."

She had a clear perception of the priorities and said let's start by looking at the platform and the sequence.

She likes to pick everything up as she goes, a very different style from the previous administration which was full of lawyers and liked to write down. Mrs Morrell's style is not big administrative style.

The ILEA officials recall that in the previous Labour Party back she was a "beacon of certainty" and a "beacon of confidence."

But it is also true, as friends and even those who have met her only

David Lister meets Frances Morrell, the woman out to change London's schools

The feminist touch

the leader of the ILEA, "she had powerful control over the Labour group. If she didn't want something to happen, it didn't."

Some have found the borderline between confident forcefulness and intolerance to other views a thin one. As one person closely connected with ILEA put it: "There has been this enormous movement into local government by the left-wing who are using it as a form of political action. Frances Morrell is the epitome of the new Left which sees local government as a vehicle for social confrontation and personal career movement in the shape of a Parliamentary seat. She is impatient and intolerant though she has made great efforts to school this side of her character."

It is true that she still has the habit, which her argument is challenged to many times for her liking, of sitting back in a queenly fashion, folding her arms and announcing in her clipped tones with traces of the original Yorkshire accent: "I believe I've made my point."

But it is also true, as friends and even those who have met her only

NEWS



Left: At home with daughter Daisy and cunnily pets.

daughter from school to county hall to sit in her office while she chairs a late afternoon meeting.

Mrs Morrell refuses to be drawn on her colleagues' silence, saying only: "The difference between the women with children and the men with children is that the women with children want to see their children. They want both to be decent councillors and to be decent parents and they don't see why they shouldn't be able to be both. So the women with children are challenging the system and the men with children aren't because they have something called wives. The House of Commons is run by men in the interests of men and so is County Hall."

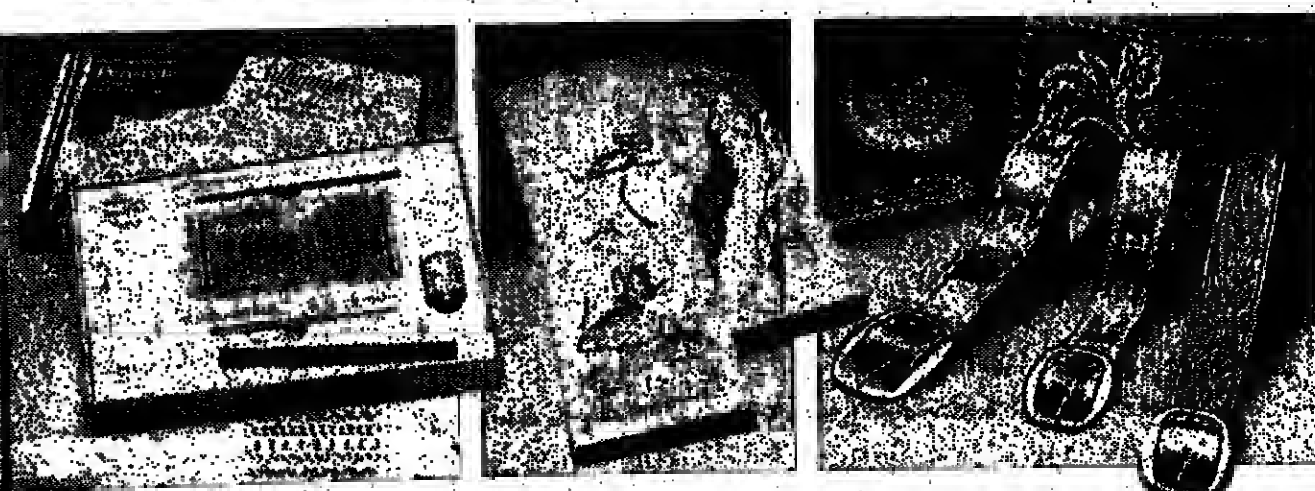
The male chauvinist cynic may well retort that the Inner London Education Authority is now being run by women in the interests of women. Mrs Morrell's conferences and meetings have attracted overwhelming interest but it has in the main been from women teachers. Some of the male teachers, indeed some of the officers in County Hall, have been taken aback and a little disgruntled at the speed in which she wishes to see policy change.

She is, however, becoming immune to most criticism. "People on the left of the Labour Party are the most important challengers to the system. Unlike the right of the Labour Party they do actually make a radical challenge but unlike the revolutionary left they are very serious challengers precisely because of the democratic framework in which they operate. So they have got to be discredited."

"But criticism to wound has to come from a source you respect. I don't respect the position of a lot of journalists so it can damage me but it doesn't hurt me. But on another level the knowledge that virtually never will the person you are, and the kinds of strengths and weaknesses you have, ever be conceded well, yes, that can be very painful."

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Closer academic checks are urged

by Virginia Makins

The careful pastoral care at Willow High School, Cardiff, should be backed by closer attention to pupils' academic progress, according to HMI.

The school operated in difficult conditions, with 30 per cent of parents unemployed, significant numbers of one-parent families, and a third of the pupils receiving free meals. Thirty per cent of children were 18 months behind the average when they came to the school.

There was a high truancy rate: 50 of the school's 788 pupils were under investigation for serious truancy at any time, and 20 to 30 families were prosecuted every year. £600 a year is wasted on exam fees for fifth formers who fail to turn up on the day.

HMI suggest that positive steps might be taken to prevent the truancy habit from developing early on. At present academic progress is mainly monitored through twice yearly exams. HMI suggest more regular and varied kinds of assessment, with tutors directly involved.

Help needed on English for minorities

Leigh Street junior school, Tameside needs more help from the local authority with the teaching of English as a second language, say HM inspectors after an inspection in March 1982.

More time is needed both for specialist English teaching and to link this with normal classroom work. The school had 246 children, several of the 27 children from Asian backgrounds had only been in this country a short time. HMI hope that as resources become available the school will get more support in

dealing with their special needs. The school is praised for many aspects of its work, carefully planned reading, with attention to advanced skills such as skimming and predicting, good scientific content to topic work (geography and history) were less evident, say HMI. Some excellent art and singing.

HMI particularly approved some technological work in bridges in one class - children had made paper and bridges which would carry five times their own weight - and suggested that this kind of craft, design

"clean and welcoming" appearance. Buildings were adequate, apart from poor provision for commerce and craft. Textbook provision was only just adequate: exam groups had books but others did not. The sixth form was short of reference books. Work in home economics suffered because many pupils could not afford materials for it.

Falling rolls have meant a loss of 13.5 teachers over five years. Curriculum balance had been safeguarded through "careful planning" and the authority's policy of allowing three extra teachers.

But senior staff have to do rather too much teaching, and have too little time for curriculum development, monitoring, and setting policies for the whole school. When 40 per cent of the teachers have spent virtually their whole career at Willow, HMI say it is "imperative" that more time is formally provided for professional discussion and development.

Both mathematics and English were found to be limited in some classes. "There was too little chance to write in English, and too many 'prescriptive language exercises divorced from actual need'."

However, attempts to make pupils aware of current social and economic questions had been very successful, and produced high quality work in exercise responsibility, in groups, and to extend the

Language camps boost

Welsh language camps for children create favourable conditions for the language, say HMI in a residential course at Llan-glyn.

HMI saw two courses for children and two for teachers. The children looked at the preparation and the teachers' Welsh was not up to the mark, and on one course some teachers' Welsh was not up to the mark.

But pupils of reasonable ability got a lot from the camps, and enjoyed them. The teachers' Welsh was not up to the mark, and on one course some teachers' Welsh was not up to the mark.

Stimulation required

Hastings High School, shire, could do more to stimulate its pupils, say HMI after a short November Standards inspection.

The school was found to be "lively" and "well-run", but the staff were not doing enough to stimulate the pupils' potential, especially in the range.

The staff are praised for their depend on a wide range of curricular activities. HMI hope that pupils need more to exercise responsibility, in groups, and to extend the

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People



Sir Peter Swinnerton-Dyer

Administrative appointments:
Professor Sir Peter Swinnerton-Dyer, Master of St Catherine's College, Cambridge, appointed chairman of the University Grants Committee for five years from October. He succeeds Sir Edward Parkes, who is to become vice-chancellor of Leeds University. (see p.2).

Mr Peter Norris to be secretary of the Friends Schools Joint Council to succeed J Philip Wragge, who retires in May. Mr Norris is currently an assistant secretary of the Quaker Social Responsibility and Education Department.

School appointments:
Mr Robert Hart to be headmaster of Brymore Secondary School, Cannington, near Bridgwater. He is at present senior tutor and head of the English department at the Royal School, Enniskillen, County Fermanagh.

Ms Gwenllian Evans to be head of Islington Green school in succession to Margaret Muden, who has to become the first director of ILEA's Islington Sixth-Form Centre. Ms Evans is temporary head of Vauxhall Manor School, Lambeth.

University and College appointments:
Mr Patrick Noll, QC, to be vice-chancellor of Oxford University. Mr Neill, Warden of All Souls, succeeds Mr Geoffrey Warnock, principal of Hertford College, in September.

Mr John Stoddart, director of Humber College of Higher Education, to be principal of Sheffield City Polytechnic, in succession to the Rev Canon Dr George Tolley, who has become director of the "Open Tech".

Sir Patrick Nairne, master of St Catherine's College, Oxford, to be chancellor of Essex University.

Professor John Quayle to be vice-chancellor of the University of Bath. Professor Quayle is professor of microbiology at the University of Sheffield.

Conflict blocks pupil profiles progress

by Nick Wood

The conflicting views of teachers are a massive obstacle in the path of the drive for a standardized national pupil profile, according to a Schools Council report published this week.

The report, which describes the outcome of a pilot scheme involving 25 schools, gives scant support to the notion that it is feasible to draw up a set of model profiles and introduce them readily into schools.

"It was quickly established that no single, or indeed no range of approaches, was acceptable to even the small groups of teachers met on initial visits to schools. In practice, where the methods in use elsewhere were adopted, they were modified," says Mr Brian Coacher, a council research officer and author of the report, says.

"At the level of detailed content, such diversity of opinion was noted again. Aspects which were considered essential by some teachers and some pupils were rejected as inappropriate by others."

"To obtain consensus where opinions are so varied would require a massive programme of persuasion and reorientation."

Instead, policy should be directed

towards encouraging school-based initiatives, with local authorities giving teachers the guidance they need in the largely uncharted areas of assessment, recording and reporting.

This aside, the report is in exploratory vein. It is unlikely to cheer ministers looking to it to give definitive answers to key questions such as how profiles might affect the curriculum and how much detail they should contain about a child's personal qualities and academic achievements.

In part, the DES has itself to blame. Of the 25 schools that began the project, 12 dropped out before the final evaluation stage because they were unable to agree workable profiles within the tight schedule imposed by the Department.

Nevertheless, some insights into the difficulties associated with records of achievement do emerge.

Two in five of the 500 teachers who responded to the questionnaire said that they had had "difficulty" completing the profiles.

Often they did not know their fifth formers well enough to assess them fairly, especially in non-

academic spheres. They were also confused about the precise meaning of some of the terms used on the records their schools devised.

They also found it hard to arrive at a single assessment of a child's behaviour, say, when a number of teachers held differing opinions. One solution was to give greatest weight to the views of the child's form tutor.

One in four teachers took exception to certain items on the records, saying that their banality "humiliated" pupils. The pupils tended to agree: "can make us under supervision" provoked widespread scorn.

A smaller number of teachers said that it was not their job to assess their pupils in such subjective and personal areas as coping, initiative, leadership and dress and appearance.

But one in three teachers criticized the profiles they were using - which their schools had drawn up - for not including personal qualities.

"There was thus an obvious and large overlap between the list of items requested by one group of teachers and the material which other teachers would most wish,

from their experience, to be on the record," Mr Coacher says.

By and large, the 1512 teachers in the project did not think their teachers' "misleadingly" said that most of the records recorded about them was accurate. Three in four said they had a "good" record of their own work and showed potential employer.

Their chief complaint about the profiles was that they were not known by staff - teachers not know the youngsters well enough to cover all the items involved in the production of profiles and said that parents and youth workers, should be able to contribute.

"This is not really a view of a human beings but as school drem," one youngster said.

Recording achievement at the Longman Resources Unit, 31 Tanner Row, York YO1 1JF, £2.50.

Cover strike hits four schools

by Richard Garner

Teachers went on strike at four Durham schools this week in a continuing row over cover.

About 140 members of the National Association of Schoolmasters in the four schools - three comprehensives and one primary school - went on strike for three days.

The stoppage was in protest at the Labour-controlled authority's decision not to repay money deducted from the salaries of teachers who had refused to cover for absent colleagues. The union rarely sanctions strike action.

The official strike began on Tuesday - the day after more than 400 NAS/UNT members had lobbied county councillors in Durham - and Mr Terry Casey, addressing a rally of striking teachers, warned that the action would be escalated next week if the authority did not change its mind.

Mr Patrick Nairne, master of St Catherine's College, Oxford, to be chancellor of Essex University.

Professor John Quayle to be vice-chancellor of the University of Bath. Professor Quayle is professor of microbiology at the University of Sheffield.

Ten years ago girls trailed well behind, just 90,100 taking A level,

compared with 102,400 boys. But by 1981 they were just ahead - 122,300 girls to 122,200 boys.

The latest figures show they have really leapt ahead. In 1982, 131,700 girls were taking A level courses in state schools and sixth form colleges, against 130,600 boys.

However, the girls' success rate still lags behind: in 1980-81, 63.730

the NAS/UNT accused its rival of "betraying the first principle of joint trade union action" in holding "a secret meeting with Durham I.C.E.A." at which it "made a separate pact which accepts that Durham may deduct pay from teachers taking no cover action."

For its part, the NUT sent out a circular with its weekly newspaper, *The Teacher*, claiming the Durham agreement was a "total victory" for the union in that it had restored supply cover - withdrawn from secondary schools last year as a result of budget cuts.

On Monday, NAS/UNT delegates to a teachers' joint consultative committee meeting in Durham walked out after the chairman had refused to discuss a motion congratulating the authority on restoring supply cover but urging it to repay the deductions.

Girls lead way in A levels

Ten years ago girls trailed well behind, just 90,100 taking A level,

compared with 102,400 boys. But by 1981 they were just ahead - 122,300 girls to 122,200 boys.

The latest figures show they have really leapt ahead. In 1982, 131,700 girls were taking A level courses in state schools and sixth form colleges, against 130,600 boys.

However, the girls' success rate still lags behind: in 1980-81, 63.730

boys achieved one or more A level passes, compared with 57,100 girls. The figures, in the department's latest statistics bulletin, show the number of schools and pupils in England continue to fall, in line with a shrinking child population.

Statistics of Schools in England, January 1982.

Threat to cut mileage prompts car use ban

A ban on the use of cars for council business has been imposed by 250,000 town hall staff - including education administrators - in protest at proposed cuts in mileage allowances.

Under the original proposals by the local authorities, car allowances for an officer doing 3,750 miles a year on council business in an average car would have been cut by nearly £200 a year.

A new offer by the authorities which has also been rejected would give a lump sum of £200 plus mileage rates of 16.5p, 18.6p, 20.2p and 22.1p a mile, respectively, depending upon the size of car.

Under the present system, essential car users receive a lump sum payment of between £249 and £363 a year and between 14.1p and 19.4p per mile for the first 9,000 miles. Casual car users receive between 23.6p and 33.2p for the first 1,000 miles on council business.

The National and Local Government Officers' Association, the main town hall white collar workers' union, started the ban earlier this month after 86 per cent of its members had voted in favour of it in a ballot.

The town hall staff may soon be joined by 2,500 members of the National Union of Teachers who work as educational psychologists, educational advisers, youth service officers and youth workers, who are being hit by the industrial action. The result is expected to be known on March 21.

NALGO estimates that three-quarters of its car users would be worse off under the latest offer. Both sides are due to meet to discuss the situation again today.

Reports of the effect of the action are sketchy but some local authorities are understood to be hiring taxis to take council officers home from evening meetings.

Hilary Wilce witnesses the latest attempt to eradicate male chauvinism in the NUT

Sex problems

The National Union of Teachers (membership 60 per cent women) held its first-ever national conference on equal opportunities last Saturday.

"Historic" declared joint chairperson Jack Chambers, wrapping up the day, but few of the delegates were moved to go quite that far. They agreed a comprehensive package of proposals, but were still a million miles from making any fundamental changes to union policy.

"Oh, it's a good conference," said a delegate from Hampshire, "but you would see that we're faced with back to the division. A lot of them don't see there's a problem."

A Birmingham delegate agreed. "And it's not just the men. Women are their own worst enemies."

Not that women at the conference only a handful of the 140 delegates (only a handful of the 140 delegates were men) presented an undivided front.

The radicals, usually younger, better educated, in confidently bright sweaters and shoes, came ready to argue for fundamental changes to what they saw as a rigid, male-dominated, hierarchical union structure.

The moderates, mainly older, and more traditionally dressed in sensible suits and dresses, also wanted changes, but were more conciliatory, more doubtful about the rightness of pressing for positive discrimination.

From the first this divide was evident. The conference, working to an agenda drawn up at an earlier weekend workshop, examined a motion urging the executive to look to the balance of women members "with a view to achieving a balance against any possible loss of male membership."

This was important, said Barbara Tutton from Birmingham, because the NUT was in a membership battle and



Hilary Wilce: mastering the mike

and appeal to all teachers. Pat Lecky, from Manchester, agreed. "We must not be seen to be a union that promotes women against men."

But the delegation from the Inner London Teachers' Association wanted the phrase deleted. Leni Solinger, from Sheffield, supporting the amendment, said: "If we are taking equal opportunities we are not going to apologize to the men in the union that we have to take them up... We should be proud to fight for women's issues."

Stried to firm resolve, the conference passed the amendment. Men were out.

"This really angered at least one man present. Don Winters, the union's senior vice-president, jumped to his feet. Was the recommendation one that had been discussed, agreed and sent by ILTA, he wanted to know? Or was it simply something put up by the delegates present? As a member of the executive who would receive the conference's recommendations, he needed to know. Delegates were delegates, he explained forcefully, and were not just there to express their own

The hall stirred. Some delegates protested that they had only just received the conference papers - there had been no time for local meetings. A lower hum suggested resentment at the time, in which they had been asked to collect their papers up against the clock.

The quickly collected wits of joint chairperson Margaret Raff, rescued the moment. She agreed the papers had been sent out unforgivably late, but was sure associations would

have discussed such matters in the past. Delegates, therefore, would have a pretty good idea of the views they should be representing, and would no doubt present them accordingly.

Order was restored. The conference continued, with delegates voting their way down a committed, but not extremist, path. A further amendment from Inner London that spoke of "the dominance and insensitivity of many men at meetings" was defeated by a single vote, although the suggestion in that phrase angered a number of delegates greatly.

Daphne Holloway, a member of the union's executive, said she had never come across "the dominance and assertiveness of men". Another delegate protested the very idea was "an insult to our man members".

Yet the conference was adamant that it wanted greatly improved paternity and maternity rights, and quickly threw out an amendment from the executive suggesting a continuation of the current cautious line.

It was adamant, too, that it wanted

experiences of their union and profession had only to sit through the business of the day. Many of the women delegates were quite new to formal conference proceedings, and a number had problems with the mike.

"I can't help feeling," said a petite London delegate drily, as burly Jack Chambers leapt forward yet again to lower her mike, "that some of the images that we are getting at this conference are not particularly helpful."

Then there was the very telling slip from Jim Ferguson, from Liverpool. "Negotiating victories come from strength," he declaimed. And where would that strength be if the union concentrated on only "a fraction" of the membership? Howls from the audience, who knew, if nothing else, that they were in the majority.

His error was taken in good part, but the occasional heavy-handed admonition and intervention later in the proceedings did little to bolster delegates' faith in their union masters.

At the end of the day it was a be-suited moderate, not a be-trousered radical, who stood up and condemned the behaviour of "some of the men here today, and I'm sorry to say men on the executive". The delegates applauded.

The conference passed recommendations on the part played by women in the union, the professional development of women teachers, and equal opportunities in the curriculum. These will be set out in a discussion document which will in turn form the basis of a memorandum, likely to come before next year's annual conference.

Some of the recommendations are:

- that the executive identifies and promotes the needs of women members;
- that it mounts training courses for women to acquire the skills needed to hold union office;
- that it adopts positive action measures, including investigating reserved places for women at all levels of the union;
- that it works to eliminate prejudice against working mothers and to establish adequate preparation and marking time inside normal working hours;
- that it reviews local authorities in the light of their approach to equal opportunities and urged to appoint equal opportunities advisers;
- that the difficulties of part-time and fixed-term contract teachers be dealt with urgently, and other measures be taken to help women seeking promotion;
- that the executive considers campaigning for 12 months' fully paid maternity leave and six weeks' paid paternity leave.

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Carbury's
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L.e.a. admits some substance to teacher's claim. Nick Wood reports

Inquiry demanded into cheat charge

Northamptonshire education committee has tried again to stem allegations that cheating took place during a CSE English literature exam at Deanshanger School in 1974.

The nine-year-old controversy was recently reopened when former pupils freely admitted that they had "cheated". Their teachers had allowed them to "doctor" essays for their exam files, they said.

Several councillors joined with Mr Raymond Gray, head of English at the time when he was sued after first making the allegations, in demanding an inquiry into events at Deanshanger (TES, February 25).

For the first time, the authority has officially admitted that there is some substance to Mr Gray's claims.

"Some of the weaker pupils were given the opportunity to amend their first drafts in the light of the teachers' comments," Mr Jack Morrish, the education committee chairman, said.

But this was excused by the "special administrative circumstances" operating at Deanshanger. Mr Gray's year's absence on secondment had necessitated staff changes; the books and papers he had chosen for the group of 54 pupils were "difficult", and he had not started the candidates on their essays for

the literature folio in the fourth year, which meant that teachers who took over from him were faced with cramming five terms of work - 10 essays - into two.

But there was no "cheating or doctoring", Mr Morrish said. At no time was there any intention to deceive, and all the falsified reports from the teachers "giving details of the help given and indicating whether there had been any opportunity to improve rough drafts".

Mr Gray disputed Mr Morrish's account. Candidates who got high grades rewrote corrected drafts of their essays and the same books had been used the previous year with "good results and no complaints". Essays were being written while he was in charge of the group in the fourth year, Mr Gray added.

"I continue to claim that serious malpractices took place at Deanshanger in 1974 and that I was sacked for 'blowing the whistle'. This was a proper and reasonable action for me to take."

"Only a thorough inquiry can examine the evidence that the courts so far decline to look at. The county council and the examination board have spent large sums of money avoiding the inquiry. Many have been deceived, not least the county councillors," Mr Gray said.

NFER recommends reduced teaching load for new college staff

Every new member of staff at a further education college should have to follow an induction programme, says a report from the National Foundation for Educational Research.

Based on a three-year research project, the report also recommends that lecturers new to further education should have a reduced teaching load during their first year. It suggests that teacher trainers should also be practising FE teachers.

At present, no teacher training is legally required of further education teachers and about half the country's 61,000 full-time staff in FE colleges have not had any. The Advisory Committee on the Supply and Training of Teachers proposed

last month that existing courses be developed into a coherent system leading to a requirement that all FE teachers be professionally trained. No matter the age, experience or seniority of new staff, an induction programme should be writing for them, the report says. The programme should begin with a short introduction to college administrative procedures, personnel, and both formal and "unwritten" regulations. This could take up one or two days and be followed by a formal induction to teaching.

Inside staff development by Judy Bradley, Rosemary Chesson and Jane Silverleaf, NFER-Nelson, Darville House, 2 Oxford Rd East, Windsor, Berks. £7.95.

Best bet for campus place

The easiest way to get into university in 1981 was to study education, according to university statistics this week. Most difficult were veterinary and medical schools.

Figures showed that of 1,383 students admitted to study education, only 551 had three or more A levels. But of 341 veterinary students only two gained admission on the strength of only two A levels.

Two A levels were introduced as a minimum requirement for student teachers in 1981. It was a year of sluggish recruitment to teaching, public sector institutions on average attracting nearly 40 per cent lower than their target intake.

University statistics, 1981-82. Universities Statistical Record, Central Record Office, PO Box 40, Cheltenham. £7.50.

NEWS



Raymond Gray holding some of the alleged "corrected" exam papers.

Mr Morrish reiterated an earlier statement from the education committee which said that Mr Gray's allegations about cheating had been fully investigated at the time by the East Midlands Examinations Board and had been nixed at subsequent tribunals and in the courts. No "fresh evidence" had been produced.

People in the county could have "confidence" in the CSE, he added. "The regulations of the examinations board are observed in all our schools and the marking of examination work is carried out fairly and conscientiously. Members of the education committee and the county council, who have been given a presentation on the working of the CSE in Northamptonshire schools, are satisfied this is the case."

But two councillors, who have been pressing for a full inquiry into the allegations, said that they were not entirely convinced by Mr Morrish's statement.

Mr Ian Miller, a Liberal, wanted to know why it had taken the authority eight years to "come clean", though he acknowledged that it has now restored confidence in the CSE. If Mr Gray has concrete evidence to refute the charges being made against him personally, there are grounds for another investigation, he said.

Mr Keith Ward, a Conservative, said the authority appeared to be shifting its ground. After saying that Mr Gray's dismissal had nothing to do with his allegations about cheating, it was now suggesting that Mr Gray's performance as a teacher was linked to the way the exams at Deanshanger were conducted. "The

children in care, available from Cersey Sherman, County Hall, 10, Somerset, price £2.00.

They also believe that the interests of the child could be best served by applying the section of the Children's Act that would allow professionals to ask for a court order freeing children for adoption.

The social services department believe that parents in custody should be able to put pressure on the authority - which then become judge and jury - to provide better safeguards than the cent proposed changes. But the authorities should review arrangements for hearing complaints.

Children in Care, available from Cersey Sherman, County Hall, 10, Somerset, price £2.00.

Call for care review

by Virginia Makins

A thorough review of the law relating to children in care is being called for by a group of professionals who are concerned about the implementation of existing legislation.

This is the view of the Association of Directors of Social Services, which is calling for a review of the law relating to children in care. The association is concerned about the implementation of existing legislation, particularly the Children's Act 1975.

They also believe that the interests of the child could be best served by applying the section of the Children's Act that would allow professionals to ask for a court order freeing children for adoption.

The social services department believe that parents in custody should be able to put pressure on the authority - which then become judge and jury - to provide better safeguards than the cent proposed changes. But the authorities should review arrangements for hearing complaints.

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Nick Wood on a timetabling experiment designed to combat disenchantment among fifth-formers

It is a Friday lunchtime in Brook School, an 11 to 18 comprehensive of 900 pupils on the south side of Sheffield. Mrs Margaret King, a commercial subjects teacher, sits in the staffroom and admits she is too nervous to eat her sandwiches.

Nothing strange in that, of course. Staffrooms up and down the country are full of teachers picking over their bread and cheese while they gloomily contemplate the last, weary lap of the week, especially if, like Mrs King, they are down to the fifth form.

But horses, rather than rowdy teenagers, are the source of Mrs King's private terror. As one of Brook's "Day 5" team she is accompanying a group of 17 girls to the nearby Wentworth stables. Later this month she will take them on a weekend's pony trekking in the Wye Valley, so she simply has to master her fears.

Already, she's overcome the first hurdle, in the process becoming an unlikely heroine in the eyes of her pupils. On the first day at the stables, Mrs King, who normally never handles anything more frisky than a typewriter, tentatively took the reins of her mount. They never left the paddock. Seconds later she was lying full length in the most unappealing flth. Blood was pouring from her face.

"It was amazing. All the girls came rushing over. They were really worried. I never realized they cared so much about me... The instructor told me I had to get back on the horse straight away or I'd never do it. If I'd been on my own I'd have gone home and cried, but I had to do it for the kids."

Since then Mrs King has talked to her girls about her fears. In the jargon, this would be categorized as "building up two-way relationships". She puts it more simply: "The girls have learned it's OK to be frightened."

Mrs Elizabeth Battye, a religious education teacher and another of Brook's "Day 5" team takes up her colleagues' point.

"You share a lot of yourself in a way you would find difficult in a classroom. Day 5 children know more about me as a person than they ever would from life in a normal classroom."

In the afternoon, she's stretching herself on the badminton courts at the city's Dronfield sports centre, together with more of the school's 210 fifth-formers.

All of this makes it sound as if Brook has jettisoned the traditional academic curriculum, scrapped exams and struck out for the Nirvana of UK-inspired de-schooling. The truth is rather more prosaic.

Since September, the school has drawn together all its non-examination activities into a single day - Friday. The experiment, which is confined to the fifth form, will continue next year but it has not, and will not, affect the amount of time devoted to exam classes. These are squeezed into the first four days of the week, leaving Day 5 free for a range of options as diverse as a multicultural course and outdoor pursuits.

Originator of the scheme is Mr Keith Pollard, the headmaster, who took over Brook, a middling suburban comprehensive, some six years ago with the brief of expanding it and transforming its dusty curriculum.

The idea came to him one autumn afternoon while tramping across Kinder Scout with a group of pupils and physical education staff. In return for more time for such adventures, would the burly mountaineers be prepared to work with the sensitive souls in the social education unit? With a breathless affirmative, Day 5 was born.

The task of putting all this into practice fell to Mrs Audrey Ackroyd, an assistant head teacher. From March to July of last year, she organized a string of meetings with interested staff, eventually forming the team of 18 volunteers to teach the course, and kept parents and pupils informed.

This is how she outlined the reasons for Day 5 - which takes in all fifth-formers - irrespective of academic ability - in a letter to parents last June.

"During this academic year, particularly in the second term, we have become aware of more than the usual amount of unrest, disenchantment and disaffection among large numbers of our fifth-form pupils and also a feeling of helplessness among teachers to do anything to eradicate the causes, many of which are in society at large."

"Many have also felt that the whole concept of careers education and education for life in which paid work was taken as the norm was being challenged by the economic realities."

So the building blocks for Day 5 were identified: the 70 minutes apiece that the school already allocated for physical education, religious education, social education and careers. Strung together they amounted to a day's teaching and out of them grew the nine day and half-day options that Brook has laid on this year - outdoor pursuits, Dronfield sports centre, individuals and culture, social education, religious awareness, journalism, art and the built environment, horseriding and community placement.

It all kicked off last September. A nine-week taster course in which every youngster tried all of the available options was set up to overcome preconceived likes and dislikes - evidently with some success.

The two-term course - public exams virtually put an end to Day 5 after Easter - has also included a number of all-day sessions that have involved the whole of the fifth form. Mrs Ackroyd picks out one as the highlight of the scheme to date.

Strongly, it was born out of one of Day 5's failures. Fridays are fine for launching residential activities such as skiing trips intended to extend through the weekend, but they are not the time when employers are prepared to throw open their factories and offices to youngsters seeking work experience.

Brook's answer was to bring industry to the school and a full day was set aside for a "trade fair" when the year group was split into 15 groups, each with a teacher and businessman to advise them on the research, development, design,



Groomed for the 1980s

urban comprehensive, some six years ago with the brief of expanding it and transforming its dusty curriculum.

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manufacture and marketing of a product. In the afternoon everyone piled into the school hall and each group had to sell its wares to sceptical buyers armed with £1,000 apiece.

"I've never experienced anything like it," Mrs Ackroyd says. "It was very informal yet those kids were riveted for two hours because each group had to send people up on to the stage to sell their product in a slot lasting just a few minutes."

Of course, not everything about Day 5 has gone so well. The school has yet to devise a reliable method of registering pupils, especially when they have to travel independently to activities such as fieldwork and the sports centre - though truancy

doesn't appear any worse. Only rudimentary methods of recording the achievement and progress of pupils have been devised. And the lack of any input from the science department means the current content is restricted to the arts, humanities and games.

Inevitably, there are worries about money. Initially, Brook set aside £500 from its capitation for the experiment and this has been boosted to £1,000 by Sheffield education authority, which has proved an enthusiastic backer. Staff wonder if, when the novelty wears off, the cash will be so forthcoming.

More fundamental, as Mrs Ackroyd concedes, are divisions among the staff. Those involved have nothing but praise for Day 5, saying it has helped children to "blossom" and improved their approach to more conventional lessons. But deep within the recesses of the staffroom are the "hardliners" who believe the school would be better advised to put more time into its exam effort.

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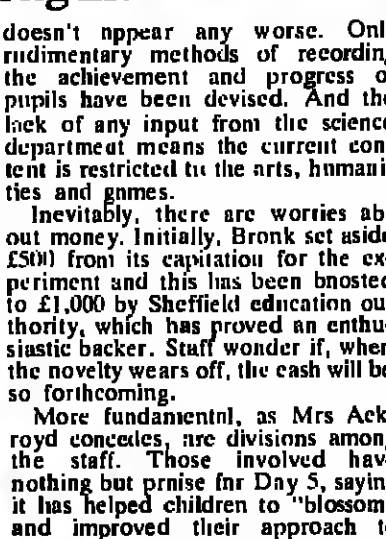
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Groomed for the 1980s

urban comprehensive, some six years ago with the brief of expanding it and transforming its dusty curriculum.

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SHELL BETTER BRITAIN CAMPAIGN

NEWS

Experts divided over value of special needs Act

by Diane Spencer

The Education Act for children with special educational needs will mean more paperwork for teachers and other professionals, an educational psychologist said this week.

Mr Geoffrey Bookbinder, from the Salford education department, said: "The Act will result in a great deal of professional time being spent in writing reports, compiling statements and attending meetings to make recommendations, for which there will be inadequate provision."

Writing in this month's issue of *Special Education: Forward Trends*, the journal of the National Council for Special Education, he said the recommendations made for the children will be nullified in practice.

"The people who should put them into effect and monitor them will be too busy writing and attending meetings about them." The number of statements, forms and files will look good from the viewpoint of bureaucracy, but the needy child will continue to suffer, he claimed.

Mr Bookbinder also argued that difficult pupils would not benefit from the Act, and handicapped children would continue to be segregated, as schools will make the excuse that they cannot provide for their needs.

Dr John Welton, lecturer in edu-

cational administration, University of London Institute of Education, argued that the Act would have a more positive effect on the lives of handicapped children.

In the same journal and in his lecture given in London this week to the British Educational Management and Administration Society, he points out that parents now have rights to information and a role in decision making.

Professionals and local education authorities will now have to justify their decisions to parents and so become more accountable. Low-spending authorities could be forced to spend more on special educational needs if parents decide to take legal action under the appeals procedure, he said.

Special Education: Forward Trends, NCSE, 1 Wood Street, Stratford-upon-Avon, Warwickshire.

● The majority of children with special educational needs who are already in mainstream rather than special schools will gain nothing from the new legislation on special education, the National Association for Remedial Education claimed this week.



A happy face... but handicapped pupils still encounter segregation in class

The association said it had "read with dismay and disappointment" the DES circular 1/83 and the regulations for the 1981 Education Act which will come into force on April 1.

"Even recognizing the restrictions in providing resources, it is startling to find that the expectations aroused by a prolonged consideration of special educational needs over more than a decade should result in such a lack of progress," says NARE.

There is no mandatory requirement for local education authorities to carry out systematic screening, as the regulations presume there is already an effective system in existence. "This presumption is fallacious," it says.

Regional and local variations - a sad feature of past provision - are certain to be retained, as the circular enables local authorities to perpetuate the practice of special schooling if they so wish, NARE adds.

New MSC scheme offers 'best hope for future'

by Hilary Wice

Strong support for the Ministry of Services Commission's new training scheme for 14 to 16 olds was given by a leading last week.

Mr Geoffrey Mellor, director of the Further Education Unit, said the scheme was "the best hope for the future" of preparation, and defended its funding by the MSC.

He was speaking at a two-month conference held in the findings of a five-year Quality Europe investigation, by the Social Science Research Council. It met over two years and had a budget of £21,000.

Dr Mellor's appointment was its most unusual venture. She reports an extremely favourable response from teachers, but also social and voluntary workers and some health visitors.

Her appointment has now been extended full-time until September 1983 and she can be contacted at the Child Development Research Unit at Nottingham University.

In his final report, the committee recommends that if funding bodies have research should be of practical relevance, plans for dissemination should come in at an early stage. It found that many researchers were interested in dissemination, but were unable to do much because they had to be straight on to other projects.

He hoped that the more schools involved, and that it was to include vocational training in a A level scheme.

An example of this, Mr Mellor said, was a girl who had a level sociology and who had used her time to be tutored in the local services through work.

The London School of Education had offered her a place even though she was not an academic because she was the only one who knew why she wanted sociology.

Eight features should be the development of a curriculum. They included one-year courses and vocational courses backed up by general education and national published standard vocational objectives.

There was a need for more improved work experience programmes, improved counselling, extension of social experience was also important to help a young person to show up an individual's titles and attitudes through nationally accepted profiles.

Transition courses could only be any good, he stressed, if the student was defined in detail. If there was a national profile in the content and standards, and if there was a teaching force geared to meeting the specific needs of the courses.

Dilapidated city schools get facelift

by Sarah Bayliss

Every school and college in Leeds will get a fresh coat of paint every five years, according to budget plans announced this week by Mr Bernard Aha, Labour chairman of education.

Mr Aha said that the standard of maintenance had been turned around in the past two years, with £14m being spent on repainting roofs and heating systems, resurfacing playgrounds, on rewiring and renovation of old schools and on internal and external painting. Prior to this, schools had been allowed to deteriorate to a "disgraceful" extent.

Announcing this year's budget, Mr Aha said colleges of further education would be getting resources to stay open for a whole year to help the unemployed and that education maintenance grants and discretionary awards would be more generous.

Schools' capitation would increase by 5.6 per cent, worth £12.2m, and schools would be cushioned against the effect of falling rolls with pupil-teacher ratios - actually - improving. There would be extra nursery places and an enhanced community programme.

Elite engineers sought

The Education Secretary is being urged to give the go-ahead to a new polytechnic course for "high-flying" engineering students.

The National Advisory Body wants the four-year Bachelor of Engineering course, which would be aimed at sixth-formers with the highest A level grades, to begin this autumn. It would be offered by four polytechnics - Hatfield, Newcastle, Plymouth and Portsmouth.

NAB set up to coordinate and improve the operation of the public sector of advanced higher education, is also providing Sir Keith Joseph with a tentative list of seven other

polytechnics which could operate the course next year. They are Brighton, Coventry, Kingston, Liverpool, London, the South Bank, London, and Trent.

NAB has now completed the task of examining about 70 courses in the Government list which are attracting enough students. The aim is that 20 of the courses will stop this year.

One of those regretted is the formation science course at Polytechnic. Its lack of support from women students has meant to attend while the York Ripper was at large.

Nursery staff antagonistic towards researchers

Considerable hostility to researchers and their methods has been uncovered among nursery teachers and preschool workers by a Government committee set up to disseminate research findings.

Many practitioners felt that the research used in research was "irrelevant or inappropriate", according to Dr Graham Berry, who was employed by a committee for a year as a part-time research liaison officer.

She discovered this antagonism during discussions with practitioners on aspects of the £1m Government-sponsored research programme for under-fives which followed the 1972 White Paper.

The committee was established by the two Government departments most concerned, Education and Health and Social Security, and by the Social Science Research Council. It met over two years and had a budget of £21,000.

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Angela Neustatter on moves to head off playground racism

Playing up the difference

Children should not attempt to disguise racial differences, a conference in Birmingham was told last weekend. It should bring out the differences by incorporating the various cultures, Mr Tom Shea, principal community officer for Haringey, said.

The conference, Play in a Multi-Racial Society, was organized by the London-based Fair Play for Children organization. It focused on the way black and white children at play and looked into ways of combating it.

"There is an assumption that all children play together in an equal way, that they do not adopt stances or become aware of differences until later," Mr Shea told the conference. "Children are aware of differences and of the way some cultures are, generally, superior to others."

They should be what is in the atmosphere and the attitudes of their parents playing the age of three."

Chris Tibbitt, who runs a workshop for people working with under-fives, said that many people believed small

children were not aware of racial differences and so it becomes a taboo subject.

"There is the feeling that to acknowledge it is to taint childhood innocence. But play leaders must realize that racism is affecting small children and that the subject needs taking in a sensitive way."

Director John Newling believed there was a growing feeling that racism was a problem which had to be tackled and that ways should be explored to make play a genuinely multi-cultural experience.

"A lot of attention has been given to racism at school level, but it affects children before they reach school. Our conference was held to look at how and why this happens and what can be done to combat it," he added.

Another conference is planned for later in the year.

Survey highlights design failings DES architects favour larger middle schools

by Virginia Makins

Middle schools of 420 pupils or more are likely to offer children more, and to be easier to plan and organize, than smaller ones. The larger numbers make possible more teacher specialisms, and ensure there are enough pupils to make full use of specialist facilities.

This emerges from a study of 18 middle schools catering for pupils up to the age of 12 carried out by the Architects and Building group of the Department of Education and Science.

The group found a very wide range of buildings and facilities. Only five of the schools had changing rooms and showers. Nine schools had a suitable science space for 12 to 20 pupils, and two had no specific science provision at all.

Ten schools had some specialist provision for art and craft. In eight, art and craft had to happen in class bases in the traditional primary way, and two of them made no specific provision for the subject.

Three schools had a suitable space for half a class to do home economics, and four others offered facilities for groups of six to 12. The other 11 schools had only token facilities for cooking. In some schools younger children had less access than in normal primaries to specialist facilities because of space, organizational and timetabling problems.

Designing 8-12 Middle Schools is available free of charge from Publications Despatch Centre, Department of Education and Science, Government Buildings, Honeywell Lane, Stanmore, Middlesex HA7 1AZ.

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SCHOOL TO WORK

Tight monitoring of YTS promised



Richard Needham: sought assurance

MPs have faced a statement from the chairman of the Manpower Services Commission, Mr David Young, that maintaining proper standards for the Youth Training Scheme matters more than reaching its target numbers.

The MPs, members of the Commons Public Accounts Committee, are worried that the commission will ease up on its standards of training and further education if it has difficulty in finding enough places for 460,000 youngsters this autumn.

Their fears have been fed by a report from the Comptroller and Auditor General - summarized in last week's TES - showing that the monitoring of the Youth Opportunities

Programme has broken down repeatedly in the face of the need to expand the number of places.

But Mr Young, facing the committee for a second time within a week, told them that the expected monitoring to be much more effective in the YTS because it would be done through 10,000 managing agents rather than by MSC staff trying to supervise a much larger number of sponsors directly. And he said that the commission were "quietly confident" that they would meet the target for places.

He told the committee that the commission had already been promised 60,000 to 65,000 places by large companies and were negotiating for

another 20,000. There were, however, no figures yet for the smaller employers (on whom the MSC is relying to provide half the 300,000 "mode A" places under which sponsors take full responsibility for providing both work and training). He added that the MSC's advertising campaign had produced nearly 12,000 replies from employers.

But Mr Richard Needham, a Tory member of the committee, persisted: "I don't want to say anything to discourage you, but you are only one third of the way there with about six months to go. I would ask for an assurance that you will not ease up on standards of monitoring, and that if necessary you will accept fewer

numbers in order to stand by the quality of the scheme."

Mr Young replied: "My own view is that if the YTS is to be a success, its quality has to be more important than its quantity. He added: "I allow the scheme to fall into disrepute if we might as well pack up."

The final decision on the boards, and anyone with a complaint about a scheme's quality could plain to them.

Mr Young told the TES that his statement did not mean that the Government's policy to provide a place for every unemployed 16-year-old was dropped in order to maintain

L.e.a.s bid for vocational courses cash

Relieved Manpower Services Commission officials have begun assessing the rival bids of local authorities for a place in the Government's pilot programme to reintroduce technical and vocational courses into the schools.

Later this month the programme's steering committee will have to choose 10 projects to back from the 68 proposals submitted by 66 authorities. They will try to assemble a range of different models and an even spread throughout the English regions and Wales.

Twenty-four hours before Friday's deadline only 30 or so authorities had submitted proposals - around the number the MSC had expected: It was enough to ensure that the programme would run, but not to give the fullest choice of type and location.

Mr John Woolhouse, director of the MSC unit servicing the programme, says that the final total of bids and their quality is highly impressive. The Inner London Education Authority decided at the last moment not to put in proposals, although it may do so next year.

Military training project encounters major obstacle

Proposals to offer military training to school-leavers under the Youth Training Scheme could affect the Army's training and education programmes for its own 16-year-old junior soldiers. This appears to be a major factor governing the discussions now taking place between the Employment Secretary and the Defence Secretary.

The problems are far more complex than those involved in the proposal, rejected by the Manpower Services Commission a couple of years ago, that unemployed youngsters should be given work experience with army units under the Youth Opportunities Programme. This is because the YTS requires a full year of integrated work and training with specific learning objectives to be laid down for the trainees.

The 10,500 16-year-olds currently being recruited as service juniors

get an initial year of training which closely corresponds to some of the model patterns being put forward for the YTS. It includes spending 20 per cent of their time on education elsewhere related to their training and to practical tasks, but covers what in civilian courses are called life skills communication, and various kinds of personal development.

About a quarter of the boys and girls are enlisted as apprentices in technical corps, and study for external qualifications. Among those taken by the apprentices and some others in the support services are TEC, City and Guilds, RSA, and O and A levels.

Many army trainers believe it would be difficult to bring in other 16-year-olds for a year and give them anything less than the programme already being offered to the young professionals.



Army of the unemployed?

But to do this for many thousands of additional youngsters would involve a big increase in the establishment of instructors and education officers and because military training is residential it would require a great deal more accommodation.

One way of offsetting the extra cost to the defence budget would be if the services were to operate as Mode A employer sponsors, who can

get a grant both for the extra units and for their normal schoolers' intake and can pay all of their standard YTS allowance, which is more than covered by the grant.

For the services this could mean saving of around £25m a year paid to their juniors.

The Department of Employment said this week: "All the options are under consideration."

Unions can manage youth scheme

Trade unions will be able to become managing agents for the Youth Training Scheme and to sponsor employers taking on trainees.

The Manpower Services Commission's chairman, Mr David Young, and its director, Mr Geoffrey Bland, have both told the TES that they would welcome the prospect.

"It is open to any organization or even individuals to apply, and the test will be whether they can show that they have the resources and ability to undertake the responsibilities," says Mr Young. "That certainly includes any union which may be interested."

This may have major implications in the Civil Service, where the union most directly concerned, the 240,000-strong Civil and Public Services Association, is still battling about lifting its ban on cooperation with Government schemes for the young unemployed.

Despite the urging of some of the union's leading officials its members still fear that the YTS committee could be used to justify the cutting back of staffing in Government offices. But some officials think that if the union itself became the managing agent for all YTS trainees in the Civil Service, its danger would disappear.

Edited by Mark Jackson

Government decision will lead to falling standards, claims ex-minister. Anne Corbett reports.

The inspector vanishes

FRANCE

The recent decision of M Alain Savary, Minister of Education, that school inspections in future should primarily concern evaluation of the standard of education as a whole, rather than the performances of individual teachers, has raised an angry response in *Le Monde* from M Christian Beullac, the last Minister of Education in the Giscard government. This contributed to the heated pre-election atmosphere (the first round of the French municipal elections took place on Sunday).

Prefacing his article with a quotation from André Malraux "that our civilization is in crisis because there are no longer any supreme values", M Beullac maintains that the so-called reform of the general inspection (the national body) is in fact the Left's refusal to accept excellence and authority. He says that the inspectorate's role in maintaining quality has already been weakened.

During a period of rapid expansion, the competitive process by

which teachers are normally recruited for lycées and universities was not always adhered to (that, though he does not say so, was under right-wing governments).

M Savary's reform comes as the final straw: "Imprecise" and "muddled" according to M Beullac, it inevitably will lead to a situation in which inspection proper vanishes and teachers judge themselves.

"Every public service must be accountable. What would we say to non-accountable railway services and police? Is the future of our children of so little concern that we can hand the system over to the fantasies and the corporatism of the teachers' unions?"

M Beullac also castigates the recent Legrand report on comprehensive schooling, as typical of the "ultra-specialism of educational researchers working cut off from reality".

The reorganization of the inspectorate as described in an official Ministry of Education publication makes it clear that the minister does not want to abandon completely individual inspections (as some of the unions want). But it is essential, he says, that the general inspectorate should concern itself with aspects of school life which cannot be evaluated merely by looking at individual performance or subject teaching. The inspectorate needs to be able to evaluate new developments like interdisciplinary teaching and the projects which the Legrand report talks about.

One reform suggested is that inspectors should pay preliminary visits to schools before carrying out an inspection visit so that they can learn something of the school's particularities, and the individual inspection should be concerned with the teacher's work as a whole and not just performance with one class.

Throwing out the old core

NEW ZEALAND

The New Zealand secondary school core curriculum could be in for a major shake-up.

The Education Department has agreed to a Post-Primary Teachers' Association (PPTA) request to set up a joint working party to look at the curriculum.

The PPTA says the object is to introduce flexibility into the formal subject-dominated curriculum to enable "a wider range of kids to win".

The working party includes representatives of state and independent schools, the employing authorities and the Universities Entrance Board.

For years critics who seem oblivious to the Department's constant syllabus revisions have questioned the relevance of many of the subjects. They claim schools should be doing more to prepare students for work, for the new technology, for parenthood... and for just about every other thing.

Teachers say they cannot respond to changing economic and technological needs while the core is defined in narrow subject terms.

The working party brief is to develop a detailed proposal for the reconstitution of the core curriculum.

This refers to the compulsory subjects at the third and fourth-form levels (the requirements alter in the senior forms) which are English, social studies, science, mathematics, physical education and health, music and a craft or fine art.

Mr Peter Boloc, the Education Department's assistant secretary, says the department has looked at the curriculum over the last few years and was pleased at the PPTA's suggestion.

He could not say if any of the present seven core subjects would disappear in favour of others.

Lindsay Hayes

OVERSEAS

Blinded by science

JAPAN

Switched-on, plugged in youngsters may be damaging their eyesight and hearing, according to a recent study. By Barbara Casasus.



A survey stated that 60 per cent of school children do not sleep enough.

Teachers are becoming increasingly concerned about the deteriorating health of Japanese primary and lower secondary schoolchildren, especially the rising incidence of myopia and hearing difficulties, according to reports presented at the recent annual study meeting of the influential left-wing Japan Teachers' Union (Nikkyoso).

Delegates blamed the trend on a lack of sleep, excessive television viewing and the widespread use of headphones for listening to music. Tests in two primary schools showed that 54 per cent and 62 per cent respectively of pupils with hearing problems are habitual headphone users.

Other tests carried out with a tension monitoring machine at a primary school indicated that in contrast to the generally accepted theory that the mind is at its most alert one to two hours after waking, pupils' concentration is low when they arrive at school, drops to the lowest point at about midday and rises when it is time to go home. The pupils involved watch television an average of two hours a day, it was claimed.

Insignificant sleep, attributed to the heavy homework load as well as entertainment, was highlighted in a survey report issued last summer by

the Japan School Health Association. It stated that 60 per cent of schoolchildren do not sleep enough. Other issues raised at the Nikkyoso meeting included the planning rise to one in seven of upper secondary pupils wanting to drop out because school life is "empty and meaningless" and the unpopularity of social studies at all levels of secondary education. A survey conducted in one school showed that social studies headed the list of disliked subjects for 82 per cent of pupils, followed by science, English and maths, in that order.

The main reason cited for social studies' low ranking was that instead of stimulating interest in society, it is regarded as a vast and complex subject to be learned by rote for higher education entrance exams. The children were quoted as saying it was boring and that they were not interested in history.

The meeting, held in Morioka in the northern Honshu prefecture of Iwate, was accompanied by the usual disruption attempts by right-wing political groups. It was reported that 2,000 police were mobilized to prevent clashes with the 500 political militants gathered for the event, but there was no violence.

Physical training there is considered an essential part of the syllabus and school compete to contract specialists with an average £300 monthly salary. Successful school events and track teams are carefully coached and bring prestige to the centres.

Apart from parents banding together to finance PT classes in state primaries, town councils have subsidized either partly or totally the hiring of gym teachers.

Many have invested heavily in municipal sports centres and, frequently under-used, they provide facilities for local schools. PT specialists aspire to be fully incorporated into the state schools and treated as "serious" teachers as their music and art colleagues have been after lengthy battles. Only two training schools in Madrid and Barcelona offer a minimum three-year diploma course or a five-year degree equivalent. If their demands are recognized these specialists should have easy access to jobs, and current estimates say nearly 20,000 are needed to cover the subject adequately.

Budget limitations, however, make this seem unlikely, and programmes to train general primary school teachers in physical education are to be boosted.

James Connell

Sport plays Cinderella role

SPAIN

Increased interest in sport, lavishly represented on television and even covering the Olympic bantam and featherweight boxing, is putting pressure on the Government to provide improved physical education in Spanish schools.

A Madrid parents' association sent a protest to the Ministry of Education claiming that their children in a state primary school had no PT classes and they were being forced to pay a teacher themselves. Qualified gym masters are scarce on the state circuits, an estimated 5,000 serving 125,000 state primary school class units.

PT departments are usually the Cinderella of the state schools, the teachers underpaid and lacking prestige in the highly academic system. With the new education law in 1971 an attempt was made to upgrade the specialists and make physical education a respected part of the curriculum, nullifying three hours a week to the subject. But over the past 12 years no new staff post has been officially advertised for PT specialists - so the same number are operating despite the expansion of school rolls.

Spadadic in-service courses for other teachers plus open university crash courses have attracted few enthusiasts to take over gym classes. Sport in private schools offers an entirely different picture, usually well-endowed with installations.

State school principals told to recruit trade unionists

AUSTRALIA

Principals at government schools in South Australia have criticized a state government order that they give preference to trade unionists when recruiting ancillary staff.

The directive went out from the cabinet three months after the Australian Labour Party, led by Mr John Bannon, won control of the state legislature.

Principals have also been told to get written undertakings from non-union staff that they will join a trade union.

The president of the South Au-

stralian Primary Principals Association, Mr Alex Talbot, described the order as an attempt to turn principals into recruiting agents for two trade unions. He said principals resented being forced to implement policies they did not agree with.

The leader of the opposition in the state assembly, Mr John Olusu, said the order was a repayment to certain trade unions for the support given to the ALP in last November's state election.

He called on the government to withdraw the order, calling it a naked example of a Labour government being bound by trade union officials.

Bill Purvis

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Cancer Research Campaign



Girls' options

Sir - With regard to the observation on the small number of girls studying science and technology subjects at university, I should like to point out that there are in fact two facets to this problem.

First of all, girls are not studying the scientific subjects in sufficient numbers. I am undertaking a study of Corby sixth-formers and their university choices and of the 52 students seen in the five Corby secondary schools, 24 are applying for science or technology at university, but only three of the 24 are girls. Interestingly the three girls have applied for ophthalmic optics, geology, and biology and geography combined.

But the second point is equally interesting: of the 12 students who have applied for arts courses at university, none are boys. I find this equally disturbing and its future ramifications in many areas are frightening.

RICHARD TARLETON
Department of Education
Leicester University



Of course we're good at science but remember what your mother said, if we've got any sense we won't let on.

EFL teaching

Sir - A reference to the British Council's English language classes in Hugh David's article on the BBC's English language courses (TES, February 11) could be misleading if it gave readers the impression that the net cost of running such in council centres was £13 million.

It is true that 300,000 students learn English with British Council help, direct or indirect. Of this number about 160,000 are studying in 40 British Council centres in 29 countries, the costs of which are just about covered by the collection of fees.

The difference between the council's highly-targeted direct English teaching operations and reaching mass audiences through BBC radio and television programmes is obvious. Taken together, however, they represent a powerful influence for this country overseas and add up to a very considerable business.

R E UNDERWOOD
Deputy Controller
English language and literature division
The British Council
10 Spring Gardens
London SW1

False distinction

Sir - A few weeks ago *The TES* published my letter in which I deplored the emergence of a National Association for Pastoral Care in Education on the grounds that any distinction between "academic" and "pastoral" care was a false one which, if accepted, was bound to lead to misdirection of effort and misunderstanding of function.

Mr Rick Rogers's article ("The Caring Bit", *TES*, February 25) was, therefore, of great interest to me.

He, and others, might be interested to know that I have now received notice of the first conference of the London region of the association.

Two and a half hours are to be spent in workshop activities and

The price of complacency

Sir - Your "Platform" piece (TES, February 25) featuring an interview given recently by Education Secretary, Sir Keith Joseph, to *Panorama* presenter Richard Lindley must surely sharpen up the debate generated by the Manpower Services Commission's technical/vocational initiative within the schools sector. Reading his comments there can be no doubt that Sir Keith stands full-square behind the MSC technical input.

Even so, I do find it curious that the Secretary of State is apparently constrained by his office to the extent that he has "no power to say what is going on in the classroom". In view of the massive amount of annual government (public sector) expenditure on education - taken down the line to L.E.A.s by way of the rate support grant - I consider the resulting lack of accountability for curricular content on the part of our educationists quite intriguing.

Given, however, Sir Keith's constitutional difficulty and his own personal conviction that something is evidently radically wrong with an educational system which is clearly failing a "substantial minority", it would appear that he had no option but to bypass the obstacle of classroom inertia by handing over to the related government agency - the MSC - the role of technical/vocational education innovator. I understand that David Young, chairman of the MSC, was only too pleased to take the offensive and demonstrate that his broad back was quite capable of brooking the academic flack from outraged local authorities and educationists piqued by such a cavalier intrusion into the sacred arena of the school curriculum.

The future prosperity and wealth of this country is, however, the key consideration in this matter, and this fundamental fact must take prece-

dence over the apparently lurid jumble of certain parochial parties. It seems to me that all aspects of the education system - whatever the stage or level - should and must take account of the economic and industrial realities of the society we live in. Within the harsh context of restricted resources and the absolute need to achieve a cost-effective economy, I see no place for education merely for its own sake. Educational "purists" who parade the liberal education banner in our schools are naively misguided. In the marketplace of work competition such vague thinking is a luxury we cannot afford. Education which casually overlooks the future functional needs of society not only compromises the full potential of pupils but undermines the ultimate economic growth by failing to promote the positive attitudes and technical/vocational skills which can so readily be acquired during adolescence.

A purposeful and technically-targeted programme is the very mainspring of the MSC push into secondary education. The pilot projects selected (and scheduled to start this September) will represent a

No prizes

Sir - However dismayed one is by Sir Keith's views on our comprehensive schools, he appears to have found the political means to achieve them.

In contrast Neil Kinnock's appearance on *Panorama* as guest of honour at that divisive of school rituals, prizegiving, seems at the very least to be politically inept.

BEN KERWOOD
John Masan School
Wootton Road
Aldington
Oxon

No learning bars

Sir - I agree with Dennis Trevellyn (Director-General of the Prison Service) when you quote as saying that there is no need for prison education legislation, especially if Bills are presented on the basis of Harry Greenway's thinking. It is not the role of educators and teachers in prisons to be aiming at developing programmes and activities with our eye on the current rate of recidivism.

I submit that the Prison Department is well in advance of public opinion and the intentions of many M.P.s in this area. It resolutely upholds the maxim that a person is sent to prison "as" punishment and not "for" punishment. In recognizing this, education takes its place as a right for prisoners: not a privilege.

Education helps provide access to lifelong learning and life-enhancing activities while a man or woman is in the care of the institution. Our educational programmes, therefore, have initially to be fashioned in a way that will improve the daily qual-

ity of life of prisoners through helping them with positive growth and development. It is here that the worth of prison education has to stand the test and where its means and ends should be evaluated. By extending the wider philosophy of adult and "lifelong" education to the prison community, recidivist rates

have no professional relevance to our line of work. Criticism or credit for the rise or fall in such rates cannot be linked to the work of education in prisons.

WILL HANNAM
Head of Education Department
HM Prison
Lewes.

Education is a right for prisoners: not a privilege.

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Under-fives' blues

Sir - I was very surprised to read Sonia Jackson's letter (TES, February 18). The National Child Development Study, as part of its efforts to secure better pre-school and school facilities, acts as a voice for some 40 parent-run community nurseries/children's centres, and I have been invited, under the present Government initiative on under-fives, to submit proposals for further sub-projects.

We are therefore very concerned about current research into under-fives and the fact that much of the new thinking of voluntary provision is unacknowledged or unrecognized by Sonia Jackson in what seems to be an arbitrary "idiosyncrasy".

The two key issues for us are the absolute dearth of day-care, and the present inability of the voluntary sector to cope with it - a point certainly brought out in James Goulding's original report - and secondly the issue of parental rights. The state sector provision, and indeed much of the voluntary provision, starts from the point of "need" as "deprived" children who are helped almost despite their parents.

This patronizing view of parents as people who can only cope with the help and support of middle-class professionals, assumes that the problems are ones of individual pathology, rather than problems about the inadequacy of the provision. Yet the issues of parental rights and control, and projects' accountability to the parents, are ones which dominate much of European thinking on the topic, as for instance evidenced in the Organization for Economic Cooperation and Development's publication, *Children and Society: Issues for preschool in form*.

It is no secret that the *Bifid* project has been dogged with disagreements among its research team, about the context in which to evaluate pre-school projects. Matters came to a head with Jeanne Goulding's research, but the controversy about how to locate any given pre-school project against the backdrop of fragmented, inadequate provision, we all know exists, cannot be glossed over by Mrs Jackson. Let us hope that when Professor Pasko comes to rewrite the research, he can actually take account of some of the arguments Mrs Jackson and her mentors in the Social Science Research Council have so far considered irrelevant, but which Jeanne Goulding has refused to ignore.

HILLEN PENN
Research Officer
National Childcare Campaign
17 Victoria Park Square
London E2

Education is a right for prisoners: not a privilege.

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It been education-waters know that every time a "deficiency" is identified in society the blame is laid at the door of the schools, which are then called on to make good the deficiency with all speed. And almost at once the schools point out that the problem is really a shortcoming of teacher education and can only be solved by changing training courses.

There are no prizes for identifying the current focus of concern - multicultural education. The alienation of black youths, their disadvantage in the labour market, the incidence of racial disturbance, all these have alerted public opinion. The need for a more effective multicultural education is certainly real enough. Swann/Rampton and a host of other reports have shown that many children of minority ethnic groups achieve less than do majority group children in classroom activities. And in the "all white schools" there is, often almost no consideration of our multicultural society.

Yet it is on teacher education that, once again, most of the pressure for change is being applied. In 1981 the Rampton committee reported that "the evidence that we have received from all sources, including schools and teachers, i.e.s.s. students and parents, presents an overwhelming picture of the failure of teacher training institutions to prepare teachers for their role in an multicultural society".

A few months later the report of the House of Commons Home Affairs Committee joined in: "It is no longer acceptable to wait for the complex administrative structure of teacher training to come to terms in its own good time with the challenge presented by the multicultural classroom". (para 138). Later in 1981, the DES-funded study at Keele showed that even at the in-service level, preparation for multicultural teaching was spasmodic and not always even relevant.

The teacher training institutions had already been stricken for their inadequacies by the Green Paper of 1977 and again by a Commission for Racial Equality study of initial training done in 1978 in which they had been demonstrated to be uninterested and ineffective in this area. By 1981 most were ready to concede their inadequacies and try harder.

If any institutions had lingering doubts about

pressed by the daily grind? Funny somewhere different? Spare a thought, then, as you leaf through the *Sits Vac* column, for Our Man in Kiribati.

Kiribati is an island in the South Seas. It is bang on the equator, 2,500 miles from the coast of Australia. It is extremely hot and not known for the sophistication of its night life.

Our there somewhere is Our Man - engaged on "curriculum development" at a teachers' college. And as if that wasn't bad enough - he's not even being paid for it. He was put there by Voluntary Service Overseas.

VSO, midwife to 10,000 staff from travellers' tales, is 25-years-old this year. The chances are that if you catch a colleague reminiscing about "When I was in Uganda..." he or she will be one of those who have done their bit overseas for VSO.

They have taught, to paraphrase Churchill, in the fields, they have taught in the mountains, they have taught in the jungle and they have most probably taught on the beaches. And they continue to do so.

Of the grand total of 20,000 men and women who over the years have ventured out and safely returned - often from extremely remote spots - about half have been teachers. And this year VSO's programme is more ambitious than ever, with 862 volunteers of all kinds in the field. They are scattered through 29 Third World countries, in five continents.

Kiribati, with six volunteers, is not the smallest operation of all. That honour goes jointly to Rwanda and Burundi, who share two workers. Nigeria's programme is the biggest with 91 - mostly teachers.

VSO's other professionals are agriculturalists, vets, foresters, doctors, nurses, engineers and other, vaguor, passers-on of knowledge. Malawi, for instance, has on loan three experts in "social infrastructure" which must cause some ninth around the cola nut tree.

One are the days when VSO was an undergraduate synonym for spending a year in some sunny spot between school and university, or before taking up a job. It was known as "finding the real me".

Today the policy is firmly to select people who have already found themselves. That means only qualified professionals, preferably

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FEATURES

Ethnic naivety

Teachers need practical examples of successful multicultural teaching not consciousness raising says John Eggleston.

the need for response, they were removed by the very strong pressure exerted by the Council for National Academic Awards. It called, on colleges to pay extensive attention to multicultural education as a requirement for the validation or reapproval of initial training courses and a wide range of in-service courses. Indeed without such a component CNA validation has become virtually unobtainable.

The effect has been shattering. Reading the 1983 outlines of teacher-training courses up and down the country, one could almost believe that the focus on multicultural and multi-ethnic issues dominates the whole curriculum and that this aspect of teacher-training has become the most fully and comprehensively taught of all in most institutions. Course components such as prejudice and discrimination, intercultural perceptions, racism, minority cultures, black power, mother tongue language, stereotyping and the multicultural community abound.

Yet the reality is often less encouraging. The colleges, denied new staff, have had to recycle existing staff into these new curricula; staff who do not always have great enthusiasm let alone relevant experience. Sometimes, indeed the most modest revision of long-standing courses on sociology, social psychology and philosophy seems to suffice. Some sociology courses appear to have been rewritten with the words "minority ethnic" substituted for "working class".

Even more worrying are the signs of a disconcerting naivety which may seriously undermine the many changes that should be undertaken. Thus a recent draft CNA discussion paper calls for institutions to appoint or designate "an individual who will act as an agent of change and permeate and consciousness of staff with regard to multicultural education." College examination questions include such items as "On religious examina-

tion schemes and syllabuses portray God as a white Anglo-Saxon?" or "Discuss the view that the 'hidden curriculum' is white, Anglo-Saxon and Protestant".

Many college tutors believe confidently that this "permeation of consciousness" is almost all that is needed and that this will bring about appropriate modifications in school. The argument is similar to that used in the attempts to enhance the opportunities of working class children in the sixties and of girls in the seventies. Yet this is precisely the approach that causes the greatest frustration to teachers, both experienced practitioners and beginning members of the profession. Faced with immediate practical problems such as "How do I teach fourth-form children with problems in handling basic English?" and "How do I motivate alienated black adolescents in my history classes?" they find that their newly permeated consciousness offers little help.

Perhaps the best response to these students is for their institutions to emphasize that "multicultural" teaching often means just good teaching. There is an urgent need for institutions to present to their students examples of good practice in which sound relationships and effective learning are taking place in multicultural classrooms, just as they can in any other classroom.

Happily there is a new awareness of this approach, for example this year's NAME conference at Manchester is devoting much of its time to the consideration of good practice. There is a wealth of examples of good practice of multicultural education in many parts of Britain where teachers have long since realized that they can be at least as successful as teachers of black children as of white children. A key to their success is their realization that, for the most part, black children are not "special", it is only racism that

appears to make them so. And among these successful teachers are a good number of black teachers. Alas, blacks are still only slightly represented on the staffs of many training institutions, they appear even less often on their governing bodies and professional committees.

Many successful teachers are greatly helped by the good relationships they have achieved with black parents and black community organizations. One of the recurring characteristics of both is their demand for sound and effective teaching of their children and their distrust of "multicultural ideologies" or any kind of teacher behaviour that may emphasize differentiation and discrimination. Indeed sometimes these are suspected to be a cover for racist attitudes.

Some of the more enlightened teacher training institutions are now coming to see very clearly that it is only when teachers have had the opportunity to experience success with black children are they likely to be ready to respond fully to the aspects of their courses that are designed to remove such impediments to multicultural teaching as the use of racist books, the assumptions of racial inferiority and the deficiencies of cultural understanding.

The moral for teacher trainers seems clear: to avoid premature emphases on difficulty, differentiation and disadvantage especially when they are presented in a theoretical way that seems unrelated to the classroom.

Rather the emphasis should be on successful experience of teaching in the multicultural classroom, reinforced by examples of successful teaching and the lessons to be learned from the community. In this way teachers will not only be strengthened in their enthusiasm for effective work in multicultural situations but also diminished in any potential development of racist attitudes. They will be more ready to take an effective role as teachers of our future multicultural society.

They may also become more able to tackle the most difficult task of all, to further the understanding of our multicultural society in the majority of schools that are still mono-ethnic and mono-cultural.

John Eggleston is professor of education at the University of Keele and director of the Department of Education and Science project on the Educational and Vocational Experiences of Young People of Minority Ethnic Groups.



Everyday adventures

Mike Durham on the ten thousand teachers who have had their knees tanned and their horizons stretched by VSO over the last 25 years.

with two or three years' work experience in a useful occupation such as animal husbandry. Volunteers now have to commit themselves for at least two years. The average age is 27. VSO has quite literally grown up.

The first step taken by the latter-day pilgrim in his progress from Kew to Kiribati is generally through the front door of VSO's headquarters, in a somewhat tatty Regency town house in central London.

It is from here that the army of the sun-burned and itchy-footed is administered. Open the door and you are apt to fall over a gaggle of young persons with the dust of Malaysia or the Sudan still clinging to their shoes - or, indeed, two or three pallid, smartly-dressed hopefuls up for interview and intending to go the same way.

VSO starts the selection process by placing advertisements, in specialist, trade and professional newspapers - including this one. Interviews are held twice a year, in spring and autumn. The first hurdle is a panel to assess professional worth.

This is followed by a second interview to plumb the depths of personal adaptability.

Volunteers are not paid - they receive a monthly allowance for living expenses of about £80, paid by the host country. VSO may smack of being one of the last vestiges of colonialism, but there isn't much opportunity for pink pins on the verandah.

Only about 2 per cent fail to meet the commitment, and about one volunteer in nine decides to stay on for a third year. Including, incidentally, Our Man in Kiribati, Roger Preston, a teacher from Dorset. He so took to the delights of Tarawa Teachers' College that he has already been there for two-and-a-half years.

He is, however, due back in November. He will, if nothing else, be armed with plenty of dinner-table conversation. It is, after all, not everybody who can begin with "when I was in Kiribati..."

David Freeman now works as a development administrator in Belgrave Square. He is not a trained teacher but, at a time when VSO was less strict about using qualified volunteers, he spent two years at a college in Wushishi, a fishing village in northern Nigeria.

The Wushishi Teachers' College attracted students of anything from 10 to 35-years-old,

but mostly 15 and 16-year-olds, there to learn basic skills to pass on as primary school teachers throughout the country.

David Freeman's role was to help organize the curriculum and teach elementary maths. He arrived to find 32 classes and 16 teachers. "The kids didn't always have the right books, and classes were large - up to 45 children," he recalled.

By the time he left the teaching staff had grown to 40 and visual aids were beginning to make an impact. He felt he had achieved something. "The students were very keen and well-motivated. They knew they were privileged to be there. There were no discipline problems," he said.

And of course while David Freeman was putting something in, he was also getting plenty out of the experience. He went fishing and joined in traditional Muslim festivals. He soaked up the local culture.

"It wasn't just the spectacular that was interesting. Every day was an adventure," he said. "Everything is so different. What is ordinary and commonplace to a Nigerian is new and fascinating to an outsider."

VSO's administrators are not pains to point out that working abroad is very far from being a holiday. "We try to knock that out of them at the outset. Before they even get there volunteers realize that it's not going to be a doddle," said Jane McNally.

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All quiet on the home front

It has long been known that social class and parents' attitudes to education have a significant effect on academic performance. But when Jenny Hewison began her research in the mid-seventies she soon found indications that the single most important influence of the home on the achievement of working-class children seemed to be how often their parents heard them read.

So she decided to find out what would happen if teachers encouraged all the parents of children in their classes to hear them reading regularly. She chose six schools in disadvantaged working class areas in Haringey for a research project which was supervised by the late Jack Tizard.

From 1976 to 1978, the parents of two top infant classes at two schools regularly heard their children read the books sent home by the class teacher. For comparison, two of the other four schools got extra reading tuition four and a half days a week in small groups from an experienced teacher. And in the other two schools, no experimental changes were made at all. Children from the middle infant to the second year junior classes were tested every year from 1975 to 1979 so before and after reading scores were available. In the two schools where parents were encouraged to hear their children read, Jenny Hewison and another researcher, Bob Schofield, explained the scheme to parents, visited them in their homes and interviewed them for their reactions.

The results were a startling improvement by children of all ability levels when they received help at home: there was no comparative improvement by the children who received extra help at school. But an even more significant factor emerged. In both schools chosen for parental involvement, the second year juniors had scored consistently badly in NFER reading tests before the intervention took place. (In 1976-78, between 75 and 85 per cent scored 99 or below; the national average is 50 per cent.) But, when tested in 1979, while the percentages in the control groups remained much the same, in the two groups with parental support the percentage scoring below 99 now fell dramatically (to 45.5 and 54.2). Parental help was not only reducing the proportion of failing children but increasing the proportion of high scorers. The same improvement was not seen in the classes which had the extra teacher, and the lack of improvement was most noticeable in the lowest attainment band.

The results seemed to show that even when a local authority provided extra teachers, there were only minimal improvements with low achieving children. But cooperation between parents and teachers - which needed no special training for the parents - led to a significant improvement at all ability levels.

It was clear, too, that the reading failure of a sizeable majority of children could not be attributed to a lack of potential in the child or a shortage of resources in the school. Could it then be that staffing resources allocated by local authorities to remedial classes might well be better employed in organizing collaboration between class teacher and parents?

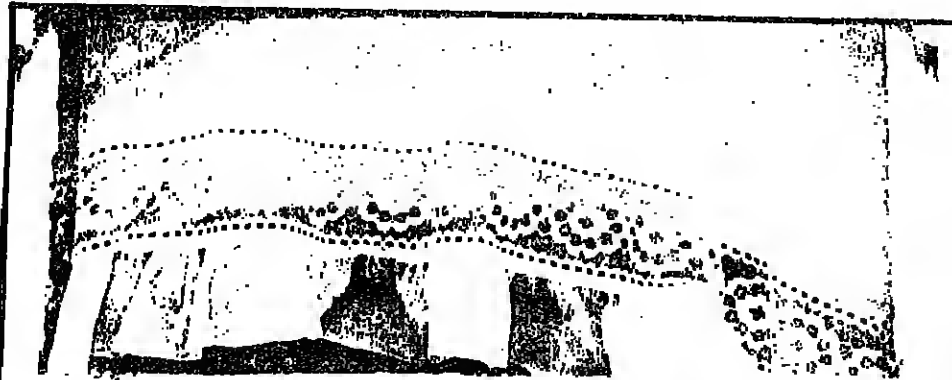
Disappointingly for the researchers, who felt that they were on the brink of an important discovery and that more research was needed to test out their hypothesis in other areas of the curriculum, funding came to an end at this point and was not renewed, and Jenny Hewison left to earn her living elsewhere.

But meanwhile, 200 miles away in Rochdale, the staff of a new, purpose-built community primary school were watching the Haringey project with interest. Belfield already had a couple of extra staff for community work and home visiting, and was looking for a way to involve parents further. In 1978, it began its own reading project.

The Belfield scheme was different from Haringey's in several ways. It started with younger children - five-year-olds - and it was planned to continue over a longer period. Also, the project was to be entirely school-based with no outside help, although Belfield could use its community staffing hours for home visiting.

Parents were asked to listen to their children read for 10 minutes every night on the premise that little and often was the best policy. Each child took the reading book home in a plastic wallet with a card that was

Dramatic improvements brought about by parent-powered reading schemes seem to have had little impact in other primary schools
Julia Hagedorn reports



Belfield: the scheme's unpropitious surroundings

filled in by the teacher with suggested reading for that night and a box for parents to tick and write their comments. The cards were collected at the end of every week so that a record could be kept.

At the end of the first year, an analysis of these cards showed that only two parents had dropped out of the scheme and that the number of recorded home reading sessions taking place was 80 per cent of the theoretical maximum. Teachers at Belfield noticed how it changed the behaviour of the children: they showed a more positive attitude towards learning and the life of the school in general. Beryl Page, then infant teacher and now community teacher, commented: "The growth of confidence, even happiness, in the children concerned in this experiment had to be seen to be believed. Gone is the apathy and the reluctance of less able children to participate in the life of the classroom".

Parents normally thought of as uncooperative or uninterested were found to be deeply interested in their children's progress. Originally, the project had been planned to stop at the end of the child's first year in the juniors, but pleas from parents and children reluctant to give up their nightly 10 minutes meant that the scheme was continued up the school, albeit in a modified way since by that age many children are reading fluently.

So, five years later, the Belfield Reading Project is still flourishing. Yet a visit to the "problem" estate where most of Belfield's children come from shows the sort of adverse conditions that few would say were propitious for a scheme of this sort. Seven out of ten of the adults are out of work, the women are often depressed and apathetic. Many of the houses on the estate are boarded up, lending an air of desolation and there are more one-parent families and children in care than in the rest of Rochdale.

Living in the middle of this estate and typical of the success of the Belfield scheme, are Sid and Veronica Pope. From illiterate parents themselves and both unable to read at school (although Sid learned afterwards), they have two children still in the reading scheme and others who have been through it. At first Veronica would tell them to take their book to their Dad because she did not like to admit she could not read. But gradually she learned to read with them and now can enjoy children's books herself. One of her children was already 6 and a non-reader when he went to



Belfield - on the path to creating a third generation of illiteracy. "But he picked right up when he went to Belfield," Veronica says.

All of the families I spoke to commented on their children's changed attitude to books. They talked about children wanting to read at home and becoming avid attenders of the public library. They cited younger children who wanted to be part of the scheme (this is encouraged in the Belfield nursery where children are given pre-reading books to take home) and they were grateful that they now knew the best sort of books to choose for their children's birthday and Christmas presents.

The Community Service Volunteer worker at Belfield who has a six-year-old attending another school, said wistfully: "I would like to be involved with my son's reading. I would like comments from the teachers. I feel as if I am of nuisance if I go once a week to the school, whereas here you are never made to feel a pest".

Her comments serve as a salutary reminder that this kind of parental participation is still the exception rather than the rule; many schools pay only lip-service to the concept. Vera Southgate's much publicized book, *Extending beginning reading skills* did not even think it worthy of note that parents could hear their children read at home.

An NFER study in 1980 looked at 1,700 primary schools without thinking it worth a mention. There are still many schools where reading books are not allowed home.

Peter Hannon, originally a Belfield teacher and now at the University of Sheffield, is hoping to evaluate the results of the trial in a systematic way with the help of two teacher-

researchers from Belfield, Beryl Page and the coordinator of the scheme, Angela Jackson. There is now a considerable amount of information on record: more than 10,000 reading cards, but parent interviews, 10 teacher interviews, and approximately 1,000 reading test scores from children. Tapes of the children reading to their parents and teachers on successive days will be analysed to see if there are any differences in the help given.

But sadly, despite the apparent success of the scheme, neither the local authority nor the surrounding schools have taken much notice of the Belfield project so far. The school was given two sums - of £30 and £30 - to cover the cost of the demand for extra books; otherwise it was left alone.

And what happened in Haringey once the research came to an end? Jenny Hewison admits that it broke her heart not to be able to carry on with the project. She is still such a firm believer in it that she has now gained access to current reading scores of the children involved in the project and is busy in her spare time working out what they show. Already it seems the children who had the parental involvement continue to read better than the others. "It is not a wash out as one would have expected in this sort of experiment."

To be fair to Haringey, it is still carrying on the spirit of the scheme. Individual teachers throughout the borough and, in some cases, entire schools, are still sending home reading books and cards. It is a source of professional regret to Mr Tony Lennie, Haringey's chief education officer, that he has been unable to extend the scheme. He admits that the borough could be criticized but says there were just too many other demands on scarce resources.

The two schools involved in the original work were Seven Sisters Junior and Infant, and Downhills Junior and Infant. Although the scheme operates in a slightly spasmodic way now at Seven Sisters, the majority of the teachers see it as part of the curriculum and an extension of good practice. They all felt, however, that the home visitor had been an important part of the scheme. They too had noticed a new maturity in the children's behaviour, but as soon as the home visits ceased, this stopped. They also felt that the home visitor could draw the reluctant parents into the scheme and these were the very parents they most needed to reach.

However, they all agreed that the take-up was enough to make the scheme worth continuing. They also pointed out that when the research project was running, it had entirely wiped out the need for a remedial stream in the first year juniors.

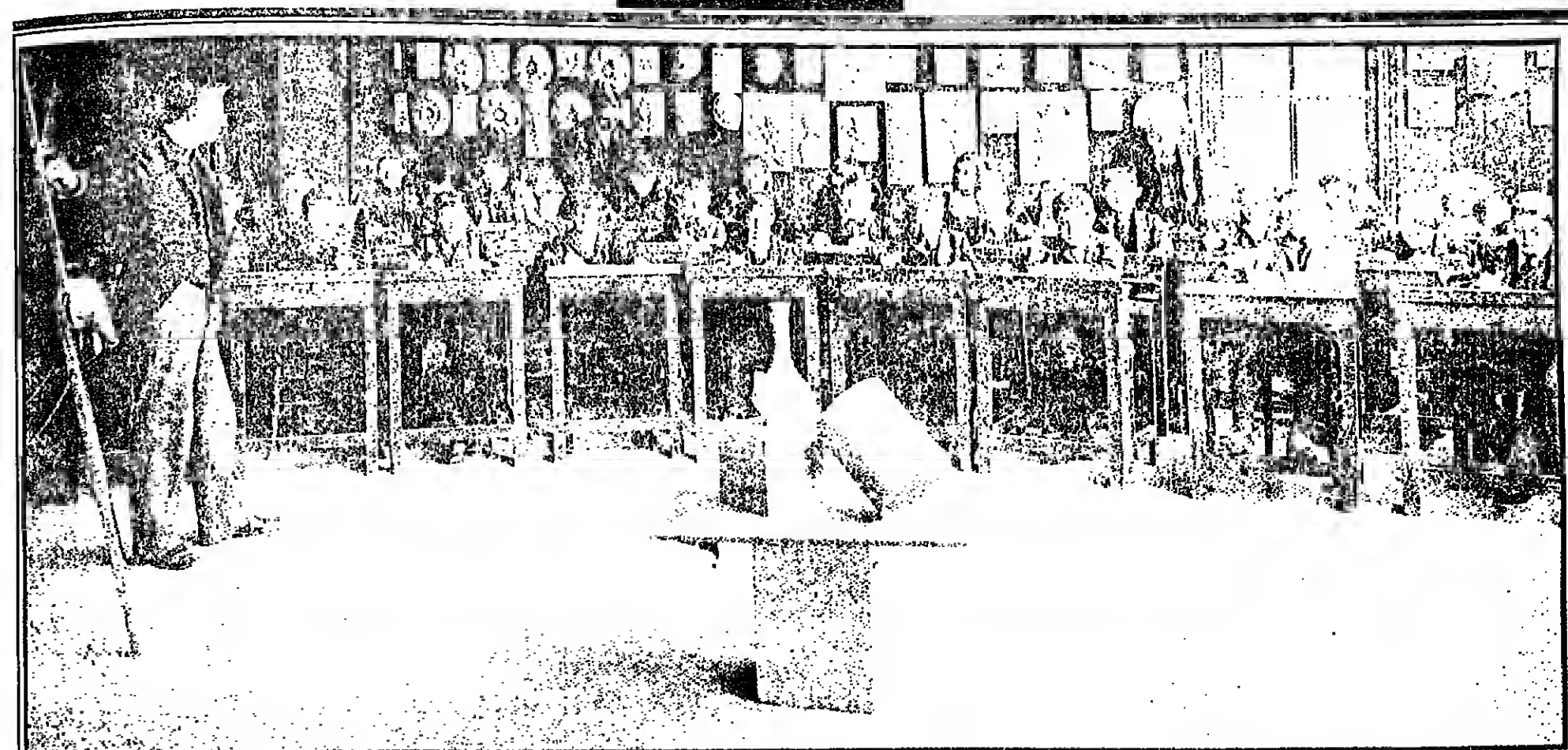
At Downhills, the reading scheme has become a structured part of the school system with every teacher participating. Honor Redshaw was the junior teacher involved from the beginning. She noticed an immediate difference in the learning patterns of the children, although she agrees that the research worker made a difference, she feels that parents still come to the school if they are concerned about their children. "The difficulties and time spent on it are worthwhile."

She judges that three quarters of the children still read regularly at home, and this includes non-English-speaking families where elder siblings are drawn into the scheme.

It may be too much to claim that this kind of scheme overcomes the differences of home background, but certainly it seems to minimize them - even where the parents are illiterate or non-English speakers. Beryl Page at Belfield puts it this way: "Parents are waiting for the teacher to make some step towards them. They are dying to help their child. It is the teacher's responsibility to go out there".

Angela Jackson says that children will learn despite their teachers as long as they have the right materials and the right practice. Parents, she says, cannot get it wrong.

The head of Belfield, John Rudd, agrees with her. "We must put continuous pressure on to parents to make them see education as a positive thing. If they think this way, so will the children. This is the message we have to get over because most of the parents have had an unhappy time at school themselves and are failures. They are looking for a sign that schools are going to help their children. Many don't receive that sign."



Still Life

After a century of trial and argument art teaching is still in need of a radical overhaul says John Willson

It is nearly 60 years since Roger Fry wrote: "The average child has extraordinary inventiveness in design and the average adult none whatever, and in between these two states there occurs the process known as art teaching".

It is not that there has been any shortage of outstanding teachers of the practice of art. Franz Cizek of Vienna, whose exhibition of children's art toured Britain in the early 1920s, set up a wave of enthusiasm among artists and teachers alike. Roger Fry gave very strong backing to Marion Richardson's work which was to sweep through the art education world like a new broom.

But despite them, and others, and the investment of several millions of pounds in art teaching over the years, Fry's caustic comment on the failure of art teaching is still relevant. Even the annual children's art exhibitions cannot remove the conviction that art teaching seems to be in need of a radical overhaul. It can't be that adults are not interested for art in one form or another is a major leisure industry, and there are probably more amateurs than professionals involved in it. Eric Gill's dictum that an artist is not a peculiar type of person, but that every person is a peculiar type of artist still holds good.

Marion Richardson and Cizek, of course, believed that children had an innate aesthetic sensitivity and sensibility, and that the job of the teacher was to enable this to blossom. Cizek was emphatic: "Every young child is creative" - it was only the degree which varied. He complained that children saw and heard too much because of theatres and cinemas. The task, he said, was to let the child grow naturally, but not arbitrarily. Richardson was averse to direct instruction.

Between them they gave added momentum to the child-centred activity movement, but at the same time their followers overlooked a highly important qualification by Cizek. He said that teachers had misunderstood him when he urged: "Let the children grow, develop, and mature". They thought he meant: "We let the children do what they want to do, and we march up and down doing nothing".



To let the children grow, he argued, means to let them grow according to their eternal laws. "But in order to do that we must know these laws".

One important consequence of the misunderstanding has been the emergence of the idea that teachers should not interfere with children's art work. But Marion Richardson was not a free-expressionist either.

Writing for the 1938 Exhibition of Children's Drawings and Paintings at County Hall, London, she said: "... such work as we see here is not 'free expression' as generally understood, which may be merely unconscious imitation, but a disciplined activity in which the teacher's own imaginative gifts play a very important part". A child's natural rhythmic movements could be encouraged by the use of writing patterns, music, dancing and poetry, and the child's imagination could be stimulated by verbal description, but teachers would find their own systems. However, as children approached the age of self-consciousness they needed "the authority of a grown-up to convince them that their own art is worthwhile".

It is all too obvious that when children become self-conscious about their art, the majority of them opt out of the subject altogether. Whether this can be remedied merely by giving it the overt approval of the teacher is a moot point. Much work remains to be done to discover whether it is just a question of the attitude needed to prolong the

spontaneity and enthusiasm of the young child, which seems to have been Cizek's aim, or a more fundamental shift in the prevalent role of art as a form of expression for children.

Cizek and Richardson, misunderstood or not, have simply perpetuated the idea that the route to insight and knowledge in art is to be found through the making of things. Art is surely much more than a vehicle for the expression of feelings and subjective states, yet discussion too often centres round methods of teaching how to make things, the handling of tools and the uses of materials in the belief that out of practice comes insight. It may do: the evidence suggests that too often it does not. Cizek is credited with saying that children are firstly creative, and only much later comes the grammar of drawing and painting.

Over the past century we have tried the copying of pictures, drawing from observation and nature, memory drawing, the drawing of cylinders and cones, drawing as "snapshot" recording, art as the expression of thought, emotion and feeling and so on. Yet it is all too clear that the majority of children never reach the "grammar" stage, and it is hardly an exaggeration to say that many adults are virtually visually illiterate.

Generations of children have been deprived of access to the wider aspects of art because of the persistent assumption that it should be treated exclusively as a practical subject. A hundred years ago Alexander Bain, the professor of logic at Aberdeen, wrote about art appreciation, or what he called art-emotion. Recognizing that only a few would become artists, he believed that "people generally should not merely have access to performances and treasures of art, but should be taught, or in some way assisted to reap the full pleasure that these are fitted to afford". This appeal for a redirection of art teaching went unheeded.

Later, in notes for an exhibition of drawings from municipal schools in Paris in 1917, Poul Simons wrote: "Drawing... is taught in our schools as a language, as a means of investigation, as an aid to memory, as the base and foundation of all trades, as the framework of all professions".

This recognition that art serves a variety of functions echoes what the writer of Ecclesiastes said many centuries earlier: "Every arti-

ficer and workmaster, that passeth his time by night as by day; they that cut gravings of signets; he will set his heart to preserve likeness in his portraiture. So is the smith sitting by his anvil and considering the unwrought iron; and in the heat of the furnace will he wrestle with his work; he will set his heart upon perfecting his works, and he will be wakeful to adorn them perfectly. So is the potter at his work... all these put their trust in their hands; and each becometh wise in his own work. Without these shall not a city be inhabited... they shall maintain the fabric of the world".

Whether we call them metal workers or potters, architects, industrial or interior designers, engineers, printers, naval architects or whatever, we are dependent upon design in one form or another to maintain the fabric of our world. The nature of man as a designer is the proper concern of any primary school which boasts a microcomputer as well as those which do not.

And art tells us about man himself - his beliefs, fears, social life, aspirations. Through its symbolic languages we gain access to worlds remote from our own. Primitive art, oriental art, medieval art, folk art - all contribute to our understanding of the nature of man and the human condition.

The artist is also a communicator - the cartoons of Gillray, the paintings of Hogarth, the social commentary of Tissoi, Picasso's *Guernica*, cast a light on their period which complements the written word. Through decor, costume and light the artist can enhance drama. In calligraphy and typography he gives visual form to words. Art explores ideas and relationships; it evokes an aesthetic response in us; it has therapeutic value. It embodies man's feelings, needs, aspirations, entertainments and worship. Without it our knowledge of the past would be extremely limited.

Here lies the paradox for the art teacher. Art does involve the making of things, but if that is all that is done in school then the child's awareness of the role of art in personal and social terms will be restricted to whatever practical skills he may or may not possess. The language and grammar of art extend far beyond the making of objects as a form of expression work. Bains and Simons were aware of this in their different ways. It would be easy to see this as a special pleading for art appreciation on the timetable, but that is not enough. While we shall still need the inspiration of Marion Richardson and Cizek among others, and opportunities to practice art in the primary school, the art curriculum needs to help children to see that art is an activity which permeates and affects whole areas of human life irrespective of any personal skill we may happen to possess. There is ample scope for imaginative innovation in this neglected area of curriculum development in art education.

John Willson is a senior lecturer at the South Glamorgan Institute of Higher Education.

TALKBACK

Tandem interviews

BOB POWELL WITH SUE HOURIZI

As John Eggleston so ably illustrated in his article (*The TES*, January 14), HM Inspectorate has been "moving in" on teacher education.

Now I have never been one to deride HMI documents; indeed, many of the proposals now emanating from the inspectorate merely set the seal of approval, as it were, on what my colleagues and I would deem to be our established practice. I refer especially to those suggestions relating to closer cooperation between the training institutions and schools.

I must, however, confess that there was one area of school and education department collaboration suggested by HMI with which I, personally, had not experimented. I refer to the involvement of teachers in the selection and assessment of candidates for the PGCE course.

Application forms arrived at the department this year in abundance. In January I could have filled the modern languages method group from the first batches of forms. All had placed Bath as a first choice and all "on paper" appeared eminently suitable. It was clear to me that a second opinion, a dual assessment of personality and potential would be most welcome.

The restrictive concept of subject teacher is already old too highly developed in new trainees. So I decided to involve a person in who is first a teacher and competent in all the complex roles that designation implies. In the event, Sue Hourizi was also able to bring considerable interviewing experience as well, from her duties as deputy head in a large comprehensive school.

After time to browse through the student handbook for the current year the interviewees were shown around the department and settled in the languages workshop to listen as I elaborated on the PGCE course in general and the languages method course in particular. An interview should be, in my view, a two-way

process whereby interviewees are given frequent opportunities to ask questions, seek clarification or make comments. In a group, the threat of personal evaluation is reduced and general queries can be dealt with.

During the half hour or so with the group, I also spelt out the real demands of teaching in the hope of deterring those naive individuals who may still linger under the illusion that the PGCE course is characterized by long periods of inactivity and that teaching is really a soft option as a career.

Whenever possible we arrange for interviewees to meet students already on the course. Why, after all, listen to the staff version when you can hear the real story from the consumers?

Individual interviews usually last at least half an hour per candidate, a portion of this being conducted in the foreign language. It was here that I found the presence of my teacher colleague most valuable. By her interventions she not only provided me with moments to jot down answers to routine questions and my own immediate impressions, but, for the first time, I could transcribe *verbatim* some of the more salient statements made by the interviewees.

By and large we did not diverge greatly in our opinions of the candidates. Clearly we were looking for the same qualities in the future teacher. Any differences we had were of degree rather than kind. Comparing notes after each session we found ourselves citing exactly the same telling phrases that for us had been significant turning points during the interview.

There were two areas where questioning was, perhaps, more intense than might have been the case had I been alone. The first related to the "basic equipment" of a teacher; voice, manner and, in particular, physical health. Obviously a recent memory of juggling with time-tables to provide cover for absent staff was a strong influence on my partner. Second, she sought evidence of a gregarious nature in the candidates, proven ability or promise of being willing and keen to work in a team.

By the end of the second batch of interviews, from 12 applications, I had made formal offers to only six



And Sue Hourizi writes: It was a short term, but a flu-ridden one with inevitable absences from a staff of 80, but my fellow deputy head was kind on the timetable this year and I had no classes of my own on a Friday morning. I persuaded him to see to the emergency cover and made for the university. As the supervisor of PGCE students on teaching practice in our school and of teachers in their probationary year, I do know of the Bath University School of Education's realisation that I had foreseen conflicts as idealistic ivory-tower dwellers confronted hardened chalk-talking practitioners.

The applicants were, naturally, in the main, contemporaries of our A level candidates of four years ago, and potentially those with whom we would be sharing our classes during their teaching practice in November of this year. I saw myself as representing, if not exactly the *alpha* and *omega* of the process, at least something of its *beta* and *psi*. For the purposes of this exercise, Bob had established that the paper qualifications were all satisfactory. I saw my contribution then as being that of the subject teacher at the teaching practice school and eventual supervisor in the first year of teaching. My concerns were therefore essentially practical ones.

I took no active part in the first stage of the interviews, though I confess to having been intrigued by the reactions or lack of them on the faces of the candidates as details of the courses were provided. I already found myself projecting these people just a few hours forward in time, imagining them already in post, working alongside me, in my school on that very same Friday afternoon.

Would they tire easily? Could they organize classes and their own discipline? Harness energy in the first year? Activate the middle school? How well would they be performing by periods seven and eight? Would Darren agree to work for them? Tracey play them up? Would they get on with the rest of the teaching staff - ancillary staff - parents? Were they, I wondered, realistic about the chores, disappointments and set-backs? Would their sensors be acute enough to tell them just before a class got bored?

We had not established criteria for selection beforehand, or lists of desirable attributes, but subsequently found these, on a brief discussion after each individual interview, to have been very similar. Bob was impressed by the same comments and beset by the same reservations as I was.

This was no theoretician versus practitioner battle. We agreed on nearly all main issues. To my relief the successful candidates seemed endowed with realism, flexibility, resistance and a sense of humour. The sense of humour is essential; why don't they put it on the application forms?

One perturbing note to me was their apparent conviction that discipline would be a great problem in the comprehensive schools. Has our press been so bad? Perhaps they will be reassured next year. No qualitative differences of opinion, then, at the end. A thoroughly interesting couple of mornings and I could see any of the six people to whom places were offered enjoying work in my department. We must ask Bob for three of them for school-based method work in the spring term.

Sue Hourizi is deputy head of John of Gaunt School, Trowbridge, Wiltshire, and Bob Powell is lecturer in education at the School of Education, University of Bath.

From here to maternity

RUTH SERNER

I hope that Gillian Hooper's article "Family Planning" (*TES*, February 11) will not result in a demand to remove a woman's right to maternity leave if she happens to be in the teaching profession. It seems to me to indicate a more widespread concern in the state of education.

I run an in-service course for teachers and over the past 21 months, I have had 15 members of staff who regularly sought out the course. Thirteen took advantage of Crombie, the early voluntary retirement scheme; one retired at 65 and one was promoted elsewhere.

Out of these, six (five early retirees and the promoted colleague) had paid leave of absence, secondment or remission of lectures in order to complete research or follow courses for further professional study. All but one, involved already hard-pressed colleagues on the course covering their work for them, and at times this meant considerable mental gymnastics to ensure the part-time students involved would not suffer.



The recipients of maternity leave in Gillian Hooper's article were, surprisingly, women. All six of my professionally developed colleagues who moved on, were men. Like her pregnant women, they had all been valued and committed members of our staff, and open and honest about their intentions. But while she says "... some of my (mainly men) colleagues emerged with strengthened or even newly developed convictions of women's relative workability", I might be forgiven for suggesting that my experiences might not exactly strengthen my faith in men's reliability.

It might be suggested by some that maternity and study leave carry certain obligations. Shouldn't employers feel obliged to provide adequate replacements during these periods of leave to avoid the loss of the staff who go on course? I know that many of their labours back to those who supported them in going, just as many women who take maternity leave return to their classrooms renewed and enriched by the experience.

To distort my own experience into a general tirade against self-seeking and unreliable colleagues, would be as unwarranted as generalizing the recent comments of Margaret Meden and Gillian Hooper into a demand that we put into reverse the advances made in the rights of women teachers. To my both experience highlight the unwillingness of the present providers of education to finance professional staff development and sexual equality for teachers.

I fear that articles and speeches on the above caused by maternity leave may only serve to highlight one symptom of a deeper and more threatening malaise rather than reveal its causes. They could thereby provide another opportunity for teachers to blame each other for the present shortcomings rather than work together for a better qualified and more satisfied profession.

Ruth Serner is a senior lecturer in polytechnic.

REVIEW

Books across boundaries

Heather Nell reports from Bologna



From the exhibition: "Kaguyahime" Hiroko Asada: Japan



"3 nights with Santa" S. Kniffke: France.



"Books of words" D.C. Thibault: France.

Although no one actually burst into a chorus of "Lloyd George Knew My Father" on the 10.55am flight from Gtwick to Bologna on March 2, there was the definite air of a festive occasion. Mainly British, but some Japanese, French and American publishers greeted each other cordially across the gangway and at least one book, the finished copy rushed from Los Angeles the previous week, was handed around for approval. There wasn't a seat to be had.

The beautiful medieval city of Bologna, with its arched pavements and spacious piazzas, has been synonymous with children's books for some years. The beginnings of the annual book fair there were simple enough. Twenty years ago this year, the burghers of Bologna, a Communist but commercially enterprising bunch, invited publishers to bring their wares. In those days the gathering was a relatively intimate one, housed in a piece in the centre of the city. Doyens of British children's publishing like Julia MacRae of Julia MacRae Books, and Margaret Clerk of The Bodley Head recall the informality wistfully. Nowadays, the fair is accommodated in a vast, specially built centre on the outskirts of Bologna and exhibitors are likely to have a full diary of appointments every 15 or 30 minutes organized in the weeks before the opening. This year there were 887 exhibitors from 60 countries in four pavilions covering 12,300 sq m. Countries represented included some from the Third World, from Africa, the Far East and South America; the United States, the Commonwealth and Europe; Japan, the Middle East and South Africa. There are increasing numbers of school books, a section devoted to comic strips and signs that software will have a significant place in years to come. There are always major exhibitions of art work, including one this year devoted to Chinese art.

There is general agreement that attendance at the fair is essential, even in these days of telecon and aeroplanes, when perhaps most of the books a publisher might be interested in have been available to one form or another already. There is no better way of summing up trends or consolidating relationships with publishers from other countries. Everyone seems to find the experience stimulating. You never hear a man about having to attend Bologna, as perhaps you do about other professional gatherings.

Some publishers go along to Bologna bearing handfuls of proofs, knowing that they need to arrange a co-edition with at least one other country to make publication viable. By this method the expense of colour printing is shared, only the black plate showing the text having to be changed for each language. Others prefer to trust their own judgment, publish anyway and perhaps seek partners to share the cost of reprinting. First print runs can be as low as 5,000, so if a book is at all successful a reprint is likely. All this applies, of course, to picture books, the main focus of interest at Bologna; novels are more likely to be bought and sold through agents.

Many prefer to sell the translation rights by which a given publisher will have control over the publication of a title in another country or a group of countries which have a common language. People are more cautious than they once were and few deals are sown up conclusively at the fair, though large figures are bandied about. This year the British contingent were hopeful that the current low value of Sterling would make the price of UK books attractive to foreigners. The unit cost varies, of course, according to print run, so that if - say - an American firm agreed to a co-edition involving perhaps 10,000 copies, the next potential sharer of cost could be quoted a more attractive price than before.

The Bologna Book Fair is a mecca for illustrators. This year's winner of the Flora di Bologna Graphic Prize is Roy Gerrard for *The Pigeons* (Gollancz). The exhibition of a hundred examples of outstanding work by illustrators was selected by a distinguished jury from 495 entries. Meanwhile, young hopefuls try their luck. The French publisher Gallimard was especially popular with hordes of young artists queuing up clutching their portfolios of work. Established British illustrators made regular appearances at some of the stands, including David McKee (Andersen Press), Michael Foreman (Gollancz) and Shirley Hughes (The Bodley Head), sometimes to advise the editors on proffered art work.

A development in the last few years at Bologna has been a growth in the number of publishers. A packager is a kind of agent who recruits an artist, puts together a book in proof and attempts to sell the package to one or more publishers. The prevalence of the complicated and expensive pop-ups of the last few years may be a reason for this.

Pop-ups were not so much in evidence as might have been expected this year; there were few outside British and American stands. Apart from the odd exception like Pienkowski's *Haunted House*, a world-wide bestseller, pop-ups are not especially popular in Europe. A representative of Annette Betz Verlag said people were just not interested in Germany, though their large format *Papierstern* pop-up was doing well. Even the leaders of the field in England fear the market has reached saturation point. Nevertheless, the most spectacular book on show was a pop-up, *The Human Body*, to be published by Cape in the Autumn, demonstrates by means of complicated paper engineering the work-

(there is a 48 per cent margin for the retailer on a bestseller) are not daunted by the cost of British and American books. The growth of children's book clubs has also helped to keep the market buoyant.

In France there are no non net books for schools and no library suppliers; all titles are sold through bookshops. Jean Delas of L'école des loisirs says that English picture books are "very specialized" and certainly there has been surprisingly little traffic between the two countries in the past. Recently, however, things have begun to change and the direct supply of French titles to English schools (see *The TES*, February 25) is an exciting development. The fact that Christine Baker of Gollancz is the French daughter-in-law of Eric Baker, once proprietor of the Children's Book Centre in London, is not without significance here. The Gallimard stand sported several familiar titles, including a parallel text version of Graham Oakley's *Church Cat* as an aid to learning English.

The Swedes are especially fortunate in their library supply service. It is normal procedure for publishers there to submit books in proof to the suppliers who produce two reports to be circulated to libraries so that orders may be placed early. Out of a normal print run of 8,000, the libraries will often buy 3,500. Here, as in Germany, book clubs play an important part.

Children's literature is treated with great respect in Sweden; Astrid Lindgren the internationally famous author whose latest book *Ronja* will soon be available in 18 countries is an especially popular subject for research in universities. Kerstin Kvint, representing Ms Lindgren's publisher, Rabén & Sjögren, said she was little short of a national saint.

All is not roses elsewhere. In Italy especially, times are hard and even Emme Edizioni, a leading school and children's publisher, is struggling. Sylvia Servi, representing them, said they were lucky to sell 2,000 copies of any picture book. And in Holland several publishers have recently gone bankrupt.

One positive result of economic stringency is that there is less room for the "bland international product," the picture book designed to catch numerous co-editions rather than allow the artist free expression. Information books are rather different, as there is less emphasis on national taste. Wayland, for instance, always publish with the international market in mind and assume co-editions to keep prices down. They sell mainly to English-speaking countries with a strong library tradition as their books are mainly designed to be used for reference and project work.

It is not always easy to predict which books will cross international boundaries successfully. As John Lewis of Wayland says: "Publishing is an extension of personality, so one tends to deal with people rather than books." Certainly it is clear that the relationships between individual editors influence the chances of publication in one country or another. There are always surprises though. The Japanese have been prominent on the European and American children's books scene for many years, but who would have guessed that the four *Bramble Hedge* books (from Collins) about furry creatures in a very English hedgerow would sell to the tune of 10,000 each in English in Japan as well as 60,000 in Japanese. For their part, the Japanese do a brisk export trade. Anno, Anglophile and Hatoophile that he is, produces work that is distinctive but admired internationally. Anno's *Journey* alone has been published in 10 countries. But then Sukeichi Akaba's *Suho* and the *White Horse*, also from Fukuinkan Shoten, and more obviously "foreign" is published in five.

School textbooks sometime do well. Among many examples, Longman's Nuffield Chemistry has sold in Poland, Israel and Italy. Harp sells language and maths books in Europe and Cambridge University Press' *History of Mankind* series is internationally popular. English language teaching is an obvious area in which British publishers can hope to expand internationally. CUP has plans for this and of leading the way with educational software. Longman sell ELT books in Italy partly by providing some instruction to go with them. This is eagerly welcomed as the Italian government provides no teacher training.

The British presence is still probably the most significant in Bologna. Familiar titles appear in translation on many stands. Let us hope that the British contingent will be even more buoyant when the fair celebrates its twenty-first birthday in 1984.

Mean streets

EDUCATION WELFARE OFFICER

Tuesday morning, an early start, eight o'clock, rattling the letter box of a ground floor flat in a block on a busy street; a 16-year-old boy puts his head round the door. The education welfare officer introduces himself, the boy has just got up, not wearing trousers, he goes off to put them on. They can't talk inside as the boy's sister is asleep on the sofa in the living room. They talk in the street raising their voices as the lorries thunder by.

David won't admit to already having a job, but they both know that he has. He was 16 in September and has to attend school until the end of the Easter term. David is capable of taking O levels but had not attended school regularly for six months, even though his mother has received the first and second warning notices from the courts.

The education officer warns David that his mother will be taken to court for failing to ensure that he attended school. That makes a slight impression on David but is also frightened of losing his job? Since the death of his father, David has been used by his mother as the head of the family and school has seemed remote and pointless.

"So you take odd days off. No one notices them; it's two days off, then they turn into three and four. When you go back you've missed so much, you don't know what the lessons are about."



David's friend, Christopher, has also failed to attend school regularly for six months, he lacks David's determination to find an unofficial job and has been hanging around the streets. Christopher was arrested one afternoon by the police for taking and riding a motor cycle without consent. It was an afternoon when he should have been in school. After the hearing the court officer warned Christopher of the consequences of further court action if his school attendance did not improve. But court action seems a remote possibility and many pupils do not believe it could ever happen to them. With luck they will reach the end of their final year before court officers working through so many cases will get to them; and when they do truants protest vigorously about all the others they know who have bunked off far more than they have. "Philip never went to school in his fifth year; he worked on a barrow down the market and nothing ever happened to him," complained one. In Christopher's case, a "phone call to school informing them of the situation was not encouraging. The

school didn't want Christopher back, he was not interested in learning, he was aggressive to the teachers and walked out of the classroom whenever he felt like it, he had refused all offers of help for his learning and behaviour problems. There was a unit for pupils who find it difficult to cope with school but it always had a waiting list and it could only take pupils who wanted to cooperate.

The education welfare officer has to insist that Christopher returns to school. The court officer was prepared to concede that provided Christopher attended 100 per cent he could have two days out of school doing work experience but this would be stopped if he was not in school on the other three days in the week.

The school did not like this arrangement because a pupil who was absent for two-fifths of every week would be completely unable to keep up with the work. His class would be doing, especially if he had missed six months of school already. It would be impossible to control a difficult pupil who would be so unable to understand what was going on and who had no desire to go.

Not all pupils who find school irrelevant or too difficult to cope with need to truant; they find ways of getting themselves suspended - a form of legalized truancy.

"I used to set up so that I would be suspended," said Jonathan. "And then, too, use indefinite suspension as a disruptive ploy to keep other disruptive pupils. The undefined period effectively places a pupil in a pupil in his final year. It is preferable to expulsion, which might jeopardize a pupil's chance of employment."

It is not surprising that when pupils feel that school is not for them they develop a marginal style of living, or street culture. This

shopping precincts and elsewhere. Certain blocks of flats and estates become the known haunts of truant who drink or sniff glue.

Given the resources, flying squads of education welfare officers could comb the streets and regular haunts of known truant, collect them into discreetly parked mini-buses and transport them back to school. But pupils who have been escorted back to school often bunk off again within minutes of their return. Education welfare officers are not magicians who can miraculously convert an habitual truant into a model pupil willing to work hard for his CSEs.

But the fact is the resources are not available and the education welfare service has been subject to severe cutbacks. This, along with the difficult and often dangerous circumstances officers are expected to work in, has put further strain on the service.

Walking long distances in all weathers is an unavoidable and far from attractive after dark in areas with a high incidence of street crime. So it is not surprising when an officer comes across a colony of glue sniffers, if he passes by on the other side.

The average time officers last in one London authority is 18 months; at one large comprehensive the education welfare officer usually stays less than three terms.

Many of us would like to try different approaches: group work and other experiments to prevent truancy ever starting. The results from some experiments in the past have been quite impressive, but the pressure is now on the service to be more effective with fewer staff. Working in a put price organization, education welfare officers provide a put price service, and it shows.

The author is an education welfare officer in London.

ARTS

Sound minds

Marvin Minsky decided as a student that there were three interesting areas of inquiry in the world. They were genetics, physics and "mind". The most profound and therefore most challenging was "mind".

In the first of the five-part series of programmes *Machines with Minds* (February 28, Radio 3) Minsky, now Professor of Science at the Massachusetts Institute of Technology, gave the view that the word "intelligence" is one left over from an "earlier stage of culture" and stands for "a large and messy network of different ideas". All that can be said about it is that to suppose "intelligence" to be a mysterious property demonstrated in "unusual performances" is one of those "bad old" ideas that hold up the progress of knowledge. To understand how intelligence works we have to focus on "ordinary things". This view is now general among people in the "artificial intelligence" field and has developed out of finding it relatively easy to programme computers to do calculus or play chess but almost impossible to teach them to see and understand what is around them in the ordinary world.

The first programme of *Machines with Minds* explained the factual and philosophical development of "artificial intelligence" over the last 30 years with reasonable clarity. Colin Blakemore, the presenter, could have allowed his elegant and most stimulating speakers - Marvin Minsky, in particular - to tell more of the story. And he could have prompted them to give more concrete examples to illuminate their abstract propositions. He could also have dispensed with his "descriptive touches" in introducing them. The information that Marvin Minsky had a Beatles album open at "Hey, Jude" near his desk seemed somehow to detract from, rather than add to, the knowledge of Minsky's mind and personality gained from his words. But on the whole Blakemore covered the ground briskly and efficiently and he conveyed the excitement of the subject very well indeed.

The second programme in the series (Wednesday, March 7, 9.15 pm, Radio 3) was an "expert system". It became hard to follow at times as it delved deeply into the question of how such systems play chess or diagnose illnesses or become world backgammon champions. (A computer called *Mighty B* holds the title at present.) It posed the question of whether these systems can actually "think", as do people, but tantalizingly though inevitably failed to answer. (A philosopher's comment on what "thinking" is would have been useful.) Perhaps the most fascinating item in the programme was the description of a system called *Euroscop* which has been programmed to discover new knowledge and produce new "rules of thumb". One morning, after leaving it running all night, its inventor found it adding its name to all the lists of discoveries of important new breakthroughs in science that appeared on its programme. That sounds all too like "thinking". But, as Colin Blakemore observed, it seemed less like "thinking" when it did it again after being found out.

Frances Hill



'Local Hero'

Forsyth saga

Local Hero, Odcom, Hymarklet.

After *That Sinking Feeling*, which looked a shade over-sentimentally at the lives of the young unemployed, and after *Gregory's Girl*, which brought an affectionately ironical eye to bear on the tribulations of call-love, Bill Forsyth has now taken contemporary Scotland's most uncomfortable political topic and turned it into a charming and utterly believable fairy-tale. By the time the words are read the plot of *Local Hero* may well be widely known, but I won't spoil anyone else's pleasure by revealing the twist at the end. The action turns on the cultural collision between Houston, Texas, and a remote Scottish coastal village: the moneyoil deal threatens to throw everyone off balance until the arrival, literally, of an eccentric *deus ex machina*.

It emerged, in the course of a recent *South Bank Show* (LWT) devoted to the making of this film, that David Putnam (its producer) had insisted that Forsyth tighten everything up: Forsyth did not demur, but the process was made to sound painful. The cuts were probably justified: the result is a perfectly-judged piece of drama, with Forsyth's dry humour pervading every scene.

How does he do it? Well, it helps to have Burt Lancaster as the god in the machine, a clown with the weight and solidity of a Rodin statue. Peter Riegert, a healthier, less shop-soiled version of Dustin Hoffman, leads for Texas, while the flinty mercenary Denis Lawson leads the locals. But Forsyth's unique gift lies in the way he can press a dead rabbit, in Japanese watch, a beautiful strip of beach or a sudden shower of comets into service as comic actors in their own right. The big, pompous emotions are systematically deflated: the trivial things we normally regard as beneath our notice acquire the resonance which is their due.

PS: Forsyth's screenplay for *Gregory's Girl* has just been published in a new adaptation for schools by Andrew Bethell (Cambridge University Press £1.35, in the Act Now series), complete with suggestions about casting and staging.

PPS: Penguin have just published David Benedictus's "novel", *Local Hero*, based on Forsyth's screenplay (£1.50).

PPPS: Those within striking dis-

Schlock horror

Class of 1984, Vicious cinema.

The press kit for Mark Lester's film *Class of 1984* comes in a folder emblazoned with British newspaper headlines: "SCHOOL OF FEAR - Project us, says head as gang runs riot"; "Teenage thugs terrorize school"; "A trendy tale for trouble". Inside we are told that although the film concerns an American high school, "Class of 1984" is a warning. Not of what is happening here, but what is even now happening.

In fact it is a surreal B-movie fantasy by a director who has won two Venice Film Awards and whose previous B-movies have been much admired by critics as the work of an original "cinematic pop artist". However, in this case Lester fell out of favour and *Class of 1984* has been panned both here and in America as a crude, schlock-horror exploitation picture. It is indeed a nasty, violent, exploitative little work but it is quite brilliantly done - and no doubt it will feature in some BFI retrospective ten years hence. The fault lies not with its pace or style but with its morality; in particular the way in which it grinds the old *Blackboard Jungle* high school problem picture onto a modern, Reaganite vigilante film.

The opening scene strikes a note of black comedy. Andy Norris, a young idealistic music teacher, arrives for his first day at Abraham Lincoln high school to find that there is a metal detector and weapon search at the front door, armed guards patrolling the corridors and drug dealing and gang fights in the toilets. Watching this one wonders why a school set in a leafy, idyllic suburb has a student population evidently recruited from the worst slums of the South Bronx. Then one notices that most of the delinquents, apart from the main gang, are black or Puerto Rican - and the message comes clear. This film is about an American nightmare, the floating terror in suburbia that the problems and knife-wielding gangs of the inner cities are going to take over their quiet streets.

Mark Lester has often been



'Class of 1984'

acclaimed for his witty use of cinematic clichés, and *Class of 1984* is a parody, and an attack, on the *To Sir With Love* image of a dedicated teacher breaking through. Here the delinquents are unrepentant, nihilistic psychopaths in punk clothing; the teacher Mr Norris (Perry King) is, beneath the concerned liberal exterior, a blood-crazed vigilante. He is given provocation in plenty, from a fire-bombed car to a raped wife, but his interest in "teaching" his problem students is non-existent. When the gang leader Stegman (by a brilliant turn of phrase by a brilliant pianist) he refuses him a place in the school orchestra and kicks him out of the class.

Roddy McDowall, playing a gentle alcoholic biology teacher, confesses, "I can't get through to them... If I could only be an inspiration to one growing mind!" In his next scene he is holding his class at gunpoint and muttering ecstatically "They can learn!" as they splutter out the answers, pop-eyed with terror. It's a very funny, cleverly handled scene. But what it is leading up to, after endless scenes of ineffectual administrators and kindly, ineffectual police is a finale of revolting carnage in which Mr Norris tracks down Stegman's gang and murders them one by one.

The element of parody works right through to the final scene which combines a Walt Disney-style sentiment with the violence of *Carrie*. Lester seems too sophisticated to believe his hard-boiled message: *Class of 1984* has the rabid sincerity of a true vigilante film. It is as hypocritical in its way as the old-style Hollywood morality tales. But like them, the film plays expertly on an audience's fears and dreams. The message to educators hear is very simple: "Forget social work - go out and get the bastards and gun them down."

Mary Harron

Shards of fantasy

The Dark Crystal, Various cinemas, Cert. PG.

Science fiction usually implies that the future, whatever else it may be, will at least appear streamlined and outwardly hygienic. The fantasy genre to which *The Dark Crystal* belongs, on the other hand, delves into a subconscious peopled by creatures which abhor straight lines and seem both unsavoury and inefficient. What both genres have in common is a liking for portentous language and a need for the resources of technology, behind the scenes if not also up front. *The Dark Crystal* uses all the clichés of such fantasy, from giant beetles to predatory plants, with a visual vocabulary derived from alchemy, Celtic art, witchcraft and Gothic horror, to tell a sub-Arthurian tale of perilous quest and esoteric wisdom. Were it not for the technical skill with which Jim Henson and his Muppeteers animate their bestial or miscegenations, even a comparatively young nudist colony might notice the banality of the plot and dialogue.

As it is, they will probably consider the whole exercise entertaining enough, especially the evil Skeksis, whose incoherent table manners would

Life skills in Wakefield

The theatre in Wakefield College was packed, which seemed to surprise everyone, including the organizers from the National Association of Drama Advisers and NATHE Drama Section. Not all the drama practitioners present at Life Skills for the Eighties were advisers, and many were from other professional organizations. What brought them together was the conviction that drama specialists could make valuable contributions to new programmes, what used to be called "adult education". "You should make yourselves acquainted with new life-19 initiatives," urged Roger Williams, HMI with special responsibility for drama, drawing attention to an EEC conference on that very subject at Dartington Hall in April. The news that Colin King, of the Broadcasting Resource Unit, of the Mampower Services Commission was to speak must have been an added incentive to those who wished to improve their acquaintance.

"We're not getting at the long time unemployed sitting at home, or to young people looking for jobs," said Mr King. "We're not getting at the trainers." We're not getting at the would-be change after the advertising campaign for the New Training Initiative, and expressed his scorn for "the passive learning prevalent throughout the UK" and "the failure of three thousand years of liberal education". Computer technology would change all that, and "your drama people" who know about "the necessity of rehearsal" could offer skills to increase the flexibility of mind of the potential workforce.

Ken Humphrey, Drama Development Officer for Hampshire, talked about the improved confidence of youngsters involved in YOP drama schemes and their increased commitment to "the work ethic". David Morgan, Senior Adviser 149 for Knowles, described both the pressing social conditions of the patch and the reluctant attempts of the local multi-media arts team and drama tutors on "life skills" schemes to encourage young people's self-esteem.

Dick Wilcocks

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brund them as the villains of the story, even without their beaks and their undernourished method of electing their leader. The hero is a humanoid Giffing Jen (played, as his name suggests, by Jim Henson) with the voice of Stephen Gadd who must save his missing fragment referred to as a "shard". The more commonly used of pieces of earthenware, seems to have been chosen in a spirit of "to hell with the meaning, as long as it sounds good", and the same applies to the dialogue as a whole.

Robin Buss

One of the most extraordinary intellectual migrations in all history took place during the thirties and early forties as artists and scholars from Europe fled west to California. Europe flooded west to California, where many of them quickly found themselves involved in the film industry. John Russell Taylor's *Strangers to Paradise* (The Hollywood Emigres 1933-1950 (Faber £8.50)) is the first substantial study of this phenomenon, and it would be hard to imagine a better. Russell Taylor brings his formidable erudition to bear on the often surprising collaborations and collisions which resulted from Brecht, Thomas and Heinrich Mann, Schoenberg, Adorno, Stravinsky and a host of other notable joined the film folk: required reading for cinema historians, and bedside reading for those who just enjoy the films.

Michael Church

ARTS

Committed and confusing

Rev. By Caryl Churchill.
Almeida Theatre.
Berlin Berlin. By John Retallack and Actors Touring Company.
The Tempest. By William Shakespeare.
Warehouse Theatre.
Kick for Touch. By Peter Gill.
Small Change. By Peter Gill.
National (Cottesloe) Theatre.

Fen was written after a Joint Stock workshop in a village in the Fens. Acted with high seriousness by five women, one man, it presents scenes from rural life in and around a potato field. Running through it is the love story of Val and Frank, farm labourers. Having left husband and daughters for Frank, Val cannot be happy with him because she misses her daughters. She cannot live without him so she proposes "suicide" by Frank stabbing her. Instead, he bashes her head in, bundling her into a wardrobe. She immediately re-emerges, a ghost describing the living dead.

Apart from Jennie Stoller (Val) everyone else slips in and out of four characters each. This is done simply by breaking from one scene to the next in half-light and regrouping as new characters. It makes for confusion: especially with one man playing husband/lover/labourer/landowner with little change in appearance. The bangs at the bosses, the knocks at Charismatic Christianity,

the workers' struggles are potted agit-prop: the weakest parts of the play/anthology/propaganda exercise. There is some very good acting from Jennie Stoller (especially as Becky), John Stoller, Almeida Brown. But it lacks the common touch: it is theatre by and for the committed. It is to tour five university theatres, East Anglia and be part of the "Britain salutes New York" festival in May. What will they make of it? What is anybody to make of ATC's *Berlin Berlin* and *The Tempest* both directed by John Retallack? He also wrote *Berlin Berlin* which Ulrich's attempts to find meaning in life lead him to identify with a psychopathic murderer: this may typify the inertia of Western intellectuals. With vile Weillish songs, a re-run of Ubu, masked appearances of Reagan and Brezhnev, it gets nowhere very slowly - exposing the weakness of the company. Retallack has made nonsense of *The Tempest*. Prospero is a "Queen of Milan" so all masculine references become feminine except when Ariel loudly addresses her as "Master". A female Prospero (wouldn't Prospero suit her?) is an objectionable: Bernhardt would not, and Frances de la Tour: there has even been a Queen Lear. What is objectionable is making a travesty of Shakespeare's great play. A foreigner in the audience was astonished to learn that Prospero was male in the original and totally con-

fused by the production. Confusions much more interesting arise from Peter Gill's new play *Kick for Touch*. It is an open-ended text, with time shifts back and forward in the present, using only the base-coinage of trivial verbal exchange from which violence erupts for want of expression. Jim's brother Joe is married to Eileen. Has Eileen slept with Jim? Did she beat his child, or was it Joe's second? Was someone murdered? Does Joe want sex with Jim? Are they brothers indeed? Alison Chittly's setting (white blot on black) sharply places the barrenness of their world; James Hazeldine, Kenneth Cranham, Jane Lapotair act marvelously. For all their efforts, it doesn't work. It's as if Gill is trying to write another play.

Oddly, he had already done it, using the same devices of memory, remembered popular songs, nonologue, in *Small Change* first presented in 1976. This revival uses three actors from that production: James Hazeldine, June Watson, Philip Joseph with Maggie Stead as newcomer. Two boys grow up possessed and trapped by their mothers and by the adolescent love they shared. That's all, but it is more than enough to make a beautiful, true, clear-sighted exploration of human love and the chains it forges.

John James

The other End

The East End Festival, March 3-27 1983.

Americans on 14-day budget economy package tours of Britain are taken to the East End of London for "an evening of traditional Cockney entertainment". They force down pints of bitter, swallow jellied eels, learn the hokey-cokey, stumble through the Lambeth Walk and have their photographs taken with a passing Pearly King or Queen.

That's one side of the East End, a picture-postcard image of the place which has little or nothing to do with the real thing. Far more accurate as a portrait of life in today's East End is *TEEF*. The East End Festival, a three-week cornucopia of arts and music events currently spilling over from the Half Moon Theatre in the Mile End Road, E1. The fifth event of the kind, the Festival reflects the multi-racial nature of east London, drawing on both amateur and professional music, theatre, dance, mime and writers' groups from all over the area. In addition, there are guest appearances by nationally-known professional groups as varied as the

Royal Shakespeare Company and the English Gamelan Orchestra, and no less than three exhibitions of photography. The most important of these, at the George Green Centre, 18 Manchester Road, E14, is a collection of prints by Humphrey Spender, brother of Stephen. Taken as part of a Mass Observation survey, they depict in graphic, evocative detail working class life in Bolton and Blackpool in the late thirties, immediately before the last war.

Theatre events of various kinds make up the bulk of the festival, with a dozen different companies taking part. Events go off to a lively start with a performance of the Newham-based Theatre Venture's community show *Shirley Holmes and the Case of the Spooky Indian*. Still to come are appearances by the dependable Soapbox Theatre Company (their play for the under-sixes *When the Balloon Went Up* is on the afternoon of Tuesday March 15) and the RSC who are bringing two short pieces for children to the Half Moon Theatre on the evening of Sunday March 13.

On a more serious level, *Av-schitz* is an evening of drama and poetry specially devised by Ivor

Hugh David

Reflections

The Child's World. The Dixon Gallery, London University Institute of Education until March 15, then Bristol University and the Polytechnics of Leicester and Birmingham.

"The Child's World" mixes work done by secondary-school pupils in the rural area around the University of Wisconsin-Stout with that of their contemporaries in the urban, suburban and green-belt areas that surround Middlesex. Polytechnic at Trent Park, and is the outcome of a link established in 1979. Last autumn term, student-teachers at each institution were asked to carry out teaching projects designed to reflect the lives and the environment of their pupils as well as the type of art education available in the schools.

From the evidence on show, Oscar Wilde appears to have been right about the English and Americans having everything in common but wrong about the exception being their language, at least if that includes the visual. If the title numbers did not reveal the place of origin of each exhibit, it would be most cases be impossible to tell

from the matter or the means. The alert viewer will notice that the verandah, air-conditioner and the title, "Welfare", of 17-year-old Casey Welch's socially satirical drawing indicate America but little else, least of all the Porsche, ubiquitous jeans or drawing technique. And although Scott Pilger's photograph of clapboard buildings, "Conjuncting Angles", shares its subject with the famous pictures by Walker Evans, Evans' were not taken in the mid-West but New England. No doubt the 18-year-old's photograph does depict a part of its environment as its form reflects his American culture, but cultural exchange between Britain and America has now gone so far that what is common experience can appear to outweigh that which is still peculiar. Painted at Wood Green School, 11-year-old Fania Haukhor's "My Fantasy Self" reveals a remarkable resemblance to Betty Midler, while 12-year-old Mark Benicium's fantasy of his friend is not as Robin Hood but Turan, only an incongruous spray of ivy over the hero's head holding on to the artist's North-London home.

Michael Clarke.

Bewitched

The Meg and Meg Show. Unicorn Theatre.

One of the best examples of children's theatre is currently bewitching young audiences in London. *The Meg and Meg Show*, which was an enormous success two Christmases ago at the Unicorn Theatre for Children, is having a second run from now until the end of the Easter holidays.

Maureen Lipman, who dominated the show last time with a performance that convincingly conveyed impending chaos round every corner and an ability to make several syllables out of Meg's crotch phrase "On dear", is now entertaining adult audiences elsewhere. Her replacement as the witch whose spells always go wrong is Amanda Barrie whose slender frame, scatty mannerisms and lovable helplessness suggest a vulnerability possibly even closer to the character in Helen Nicoll's and Jan Pienkowski's books. If she lacked anything in comic delivery and timing she more than made up for it in the immediate rapport she established with the children in the audience, provoking much more involvement than I remember last time.

David Wood's production has undergone one or two changes. Choreography and movement seem sharper and take advantage of Miss Barrie's agility and there is a welcome addition of some rather impressive magic tricks which earn applause in their own right. Catchy songs and sets, and costumes that retain the colour and feeling of the

David Lister



Amanda Barrie as Meg books (and a script that is infinitely superior to them) add to a thoroughly enjoyable two hours in the now refurbished Childrens Theatre.

Two questions though. Why has David Wood neglected the chance to give children the incomparable sensation of being frightened by making both the prehistoric monster and the tiger harmless comic characters? And why did Miss Lipman and now Miss Barrie decide that Meg should have (most of the time at least) a Lancashire accent. Do regional accents subconsciously suggest scattiness to London audiences? It certainly gives a new interpretation to the phrase the Witch of the North.

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FICTION IN FOCUS

Ways of seeing

Brian Morton on the retrospective emancipation of Walter de la Mare

Best Stories of Walter de la Mare. Faber and Faber £3.50. 0 571 13076 3. Memoirs of a Midget. By Walter de la Mare. Preface by Angela Carter. Oxford University Press £3.50. 0 19 281344 7.

Since his death in 1956, Walter de la Mare has largely been consigned to the nursery. It is a fate that awaits any writer who takes as his subject the ways and thoughts of children or who elevates simplicity of style into a cardinal virtue. De la Mare has remained an eccentric and largely forgotten figure, known (if at all) only for his numbingly dull poetry and stories for children.

The recognition that de la Mare is a serious and profoundly adult writer of prose had to wait until the republication in 1982 of his novel *Memoirs of a Midget* and the reprinting this month of his own selection of stories. Both books reveal an imagination and intelligence disturbingly far removed from the cosiness of the verse.

Memoirs of a Midget is the story, told by herself, of the diminutive Miss M, and the fears, discoveries, brief fame and passion of her twentieth year. The device is familiar enough in children's literature but de la Mare puts it to startlingly complex and consciously literary use. The book is deeply concerned — as most of de la Mare's work is — with ways of seeing: the starea of passers-by, looks of love or pity; with spy-glasses, microscopes, mirrors, spectacles both "rose-coloured" and "minifying"; with prospects, views, outlooks — this is the imagery which dominates the book. De la Mare uses it both literally, as Miss M moves through a society alternately entranced and horrified, and figuratively, as he explores our perceptions of class, social position and physical beauty; he analyses the distinction between appearance (what is seen) and reality (what is); between the imagination and reality; and speculates on the nature of "point of view".

Memoirs of a Midget purports to be an unfinished manuscript "found" and edited by a friend of Miss M's. It is a book very much concerned with the circumstances of its own making and with the nature of all books and fictions. Miss M is obsessed with the gap between the stars she sees in the night sky, their stylized appearance in her book of con-



stellations and the astronomer's definition of them as boiling clouds of gas. De la Mare's head-headed conclusion is that neither the imagination nor science is a wholly sufficient way of seeing.

Miss M seems almost aware that she is an imagined being strayed into a real and hostile world: "It was more like reading a story about myself than being myself". The gap between reading and being is one that de la Mare often explores. The hero of "An Ideal Craftsman" disguises another's murder with techniques read in a secret copy of *The Newgate Calendar* (powerful fodder for the anti-pornography lobby). Saki might have ended the story coldly, cynically, but it is typical of de la

Mare that he restores the frightened, vulnerable child, alone in the house.

James's Maisie Beale, in *What Maisie Knew*, makes us see, through her innocence, the horrors and sexual tensions that underlie an outwardly happy and respectable family. De la Mare's children are presented less obliquely, tell their own stories. The sexual freight is all the more prominent for being more deeply embedded. In the agonies of married life, as in "The Almond Tree", one of the best stories, the child is almost literally not seen by the adults around him; in the end, an unseen child becomes the key to tragedy. In a child's world, adults are omniscient; "Scotton's Aunt", seen from childhood, has the power to see everything, even secret thoughts; from adulthood, she is simply an old woman and those who were children are destroyed by the weaknesses that were always there.

De la Mare's is not a comforting world. We have grown accustomed to the horrors buried in fairy tale and myth; what is significant here is that de la Mare presents his fictions in a highly realistic way. He deliberately hides Miss M's actual height from us. It is not an issue. All that matters is her otherness. All of de la Mare's characters are outsiders — orphans, the physically and mentally infirm, lonely and unpopular boys — all those who are perceived as "different". Out and out apocalyptic fantasy like "The Vats" is not typical. De la Mare's fictions are grounded in the real world and in the fictions we use to modify and control our environment and those we live with.

It would be too easy to accuse de la Mare of burying uncomfortable realities in symbols and emblems; the truth is that he presents them direct, but with a child's consciousness; when Miss M buries a bloodied nightdress in the garden, she blames a scratch on her thigh; de la Mare makes it perfectly clear that this is manure and that the young woman associates her awakening sexuality with the claws of the staring tom-cat. Though he seldom buries such recognitions even this deep, de la Mare remains, especially in *Memoirs*, a strikingly difficult and varied writer who saw that in the house of fiction James described (and de la Mare does not suffer by the comparison) the real fascination is in the human figure, its passions, pains, and the images that we impose upon it. In 1938 de la Mare wrote: "Feelings as well as thoughts may be expressed in symbols; and every character in a story is not only a 'chink' in the dark cottage from which his author looks out at the world, but is also in some degree representative of himself, if a self in disguise." A realist as well as a symbolist, de la Mare is one of the very great explorers of the guises of self-hood.



A sermon

Neil Philip on Russell Hoban's new novel

Pilgermann. By Russell Hoban. Jonathan Cape £7.95. 0 224 02072 2.

"I don't have nothing only words to put down on paper. It's so hard. Some times there's more in the empty paper nor there is when you get the writing down on it. You try to word the big things and they turn them back on you."

Russell Hoban's *Riddley Walker*, written in a mutilated but potent English like the stump of a severed leg that still feels the phantom limb, seems to me one of the most brilliant novelistic attempts to "word the big things" of recent years. The worn-down language becomes hypnotic; the story has the resonance of myth. Riddley, the "concoction man", expresses in his inarticulate, in the gap between what he wants to say and the means available to say it, much that speaks deeply of our strongest desires and fears.

Hoban's new novel, *Pilgermann*, is self-consciously an extension of that book. But instead of a narrator who feels safest in silence, who tells us, "I have to stop here for a little", it gives us a voluble narrator who never stops, but talks and talks at pace about the insights Riddley elicited slowly, tentatively. It is a text with no space for a reader; a sermon, not a connexion. Whatever lay waiting to be revealed in the empty paper has been overwritten.

If *Riddley Walker* was a religious book, *Pilgermann* is a book about religion. It is packed with quotations from sacred texts, and its heavily symbolic narrative concerns the First Crusade to Jerusalem initiated by Pope Urban II in 1095, and specifically the siege of Antioch in 1098. *Pilgermann*, speaking to us as a disabbed contemporary, was at that time a constrained Jew, who sets out on a pilgrimage to Jerusalem after a vision of Jesus, but revises his goal as he refines his understanding of "punctuality and actuality" and settles in Antioch with a Turk, Bembel Rudzik, creating an infinitely extensible tile-pattern called "the Hidden Lion".

That Lion has lurked in Hoban's work before. In his first novel for adults, *The Lion of Boaz-Jochin and Jochin-Boaz*, in the scriptural epigraph to *Riddley Walker*. Indeed, *Pilgermann* is largely an explicit statement of the implicit themes of Hoban's earlier work. Thus at a crucial moment *Pilgermann* ponders, "How to live then in this little space in which we have a self and a name, this little space in which we are allowed to accumulate our tiny history of days, this moment that is at once the first moment and the last moment, this moment that contains our universe and such space/time as is unwinding in the working of it?" The answer can be found in Hoban's children's classic *The Mouse and the Child*, in the struggle to be "self-winding", the cycle "unwinding into going and back again". But in *The Mouse and the Child* Hoban was still willing to offer a positive answer to the question of how we should live; *Pilgermann* tells us only how to die.

Hoban could not write an uninteresting book, but in *Pilgermann* he has written a ponderous, ill-digested one. *Pilgermann* has all the answers — "It is from the cosmic interlambia of the nothing-in-everything that all things with the everything-in-nothing that all things come" — but he leaves me cold. Riddley Walker has only questions, and he thrills me with the marrow: "Our world life is a dead we dink think of oor we dont know what it is. What a way to live."

BOOKS

Reports from the front

Poetry competitions are in vogue. The Arvon and National Poetry Society prizes attract tens of thousands of entries and last year's English Centre competition drew a massive response from London students. The winning poems now brought together in *City Lines* (ILEA English Centre £1.50. 0 907016 022 2) read like a series of urgent reports from the teenage battlefield. Some points of departure are personal (the sense of being an outsider, first love so tender and vulnerable, agony at a split family, the death of a relative) and some public (London's squalor, the misery of high-rise flats, colour prejudice, the threat of nuclear warfare). The common factors are intellectual and emotional honesty, forthrightness, ready humour, and a willingness to expose display an impressive ability to move beyond mere statement and quail poems teased out of daily experience, the product of a nagging mind that here and there promises something altogether more exciting.

In shorter supply, as one might expect, are subtlety, real confidence in the handling of form, and sheer word-revelry, so it is a pleasant surprise to come upon Julia Ignatius's charming short parody: In a deummun I dont no how to spel . . . I dont kair wot pepel sai I dont need to read or rye I am out goeing to chooz it in the third years an I dont nede it in my Jobb — Soh thair! What do I kare!

The poems are complemented by excellent photographs of metropolitan life seen from the teenager's viewpoint. All in all, it is a strikingly attractive anthology that leaves one feeling decidedly better about life. Instigator of the Brecknell Literature Festival and author of a long series of poems on getting stuck into an alien environment (A Fire in the Rain, Martin Brian and O'Keeffe £3.95. 0 856162 51 5), Sebastian Barker seems the very model of the modern writer-in-residence. Like many of the contributors to *City Lines*, he has enviable confidence and a tendency to reportage; his

attractively idiomatic language sometimes gives way to something altogether more inflated and less satisfactory. He is more convincing, though, than Andrew Greig's *Surviving Passages* (Canongate £5.95 and £3.95. 0 86241 025 8 and 0 86241 026 6) whose pose as a tough guy, as one of the boys, is like a self-conscious version of early Thom Gunn. His poems are eloquent, sometimes really witty, but too slick for their own good.

No less witty or vigorous but far less strenuous, *The Selected Paul Durcan*, edited by Edna Longley (Blackcat £4.50. 0 85640 269 9) makes excellent company. There is a freshness about his loose-limbed musical work, especially his love poems; they read like snatches of entertaining conversation. Charles Boyle's second collection, *House at Cards* (Carcanet £2.25. 85635 426 0) works at much the same level: colloquial poems teased out of daily experience, the product of a nagging mind that here and there promises something altogether more exciting. This something has to do with inventive energy, the distinguishing feature of John Ash's exhilarating third collection, *The Goodbyes* (Carcanet £4.00. 85635 4522). Using the weapons of wit and surrealism, Mr Ash plays off "the limited and repressed nature of life as we live it, and the life we are able to imagine".

Attractive at first reading and with a great deal going on under their often fantastic surfaces, these poems were the Autumn Choice of the Poetry Book Society.

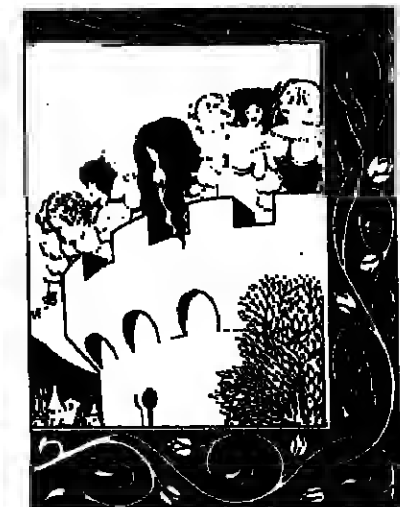
Norman Nicholson is a local poet in the same sense as William Barnes, Hardy, George Mackay Brown. For more than 40 years his knobby lyrical work has investigated and reflected the people and land around Millom in Cumbria, and it is an absolute delight to have the best work of this warm and wise poet in one volume, *Selected Poems 1940-82* (Faber £5.95 and £2.95. 0 571 11949 2 and 0 571 11950 6). Similarly, concerned with the relationship of man and land, and with how history is always in the making, Michael Vince's poems (in the new *Dialect*, Carcanet £3.25. 85635 368X) are attentive, unshowy and graceful. More piquant and more stately, A Season of Calm Weather

by Neil Powell (Carcanet £3.25. 85635 353 1) has a fertile and convincing title sequence about the power of names, the quirks by which things are remembered or forgotten, and the inescapable "late September sense of loss that wins". There is, indeed, a calm authority throughout.

The natural world is again the presiding genius in Glen Cavaliero's quirky, almost racy, roughly vigorous poems in *Elegy for St Anne's* (Warren House Press £7.50 and £3.50 *Kett's Rebellion* by Keith Chandler (Carcanet £3.25. 85635 277 2), a first volume without much pressure but redeemed by occasional beautiful images and with more than a suggestion that Mr Chandler may become a good storytelling poet. Indefatigable Carcanet are also responsible for Anthony Cronin's *Selected New and Selected Poems* (£3.95. 0 85635 367 1), high-minded but long-winded and curiously aloof. Buttressed by an introduction from G Wilson Knight, the posthumous poems in *Calling Newfoundland* by Margot Davies celebrates life's joys and the power of faith but has no enduring value as poetry.

On the evidence of *Legacies* (Farrar, Straus & Giroux. Distributed by Faber £8.75. 0 374 18472 0), a bilingual edition with effective translations by Alastair Reid and Andrew Hurley, Heberto Padilla — Cuba's foremost poet — has a formidable lyric gift: his poems are often brief, sensual, vivid, ironic. I like them a great deal. But what his work will never have, I suppose, is the sheer appetite and profundity of his fellow Latin American, Pablo Neruda. Now translated into English for the first time, and again by Alastair Reid, the long series of discursive, confident and penetrating autobiographical poems in *Isla Negra* (Souvenir Press £7.95 and £5.95. 0 285 64912 4 and 0 285 64913 2) constitute an important part of the Neruda canon. These are poems of commitment — commitment to living full-bloodedly, commitment to the world both private and public, to poetry itself — written with an ease and power we have not seen in this country since Auden.

Kevin Crossley-Holland



"How a Devil in Woman's Likeness would have Tempted Sir Bors": one of the plates illustrating Simon Wilson's *Beardsley* (Penguin £12.50), which is actually a Beardsley book with a difference: each drawing is placed facing its literary source.

Out of darkness

Vedi. By Ved Mehta. Oxford University Press £9.95. 0 19 503005 2

Here is yet another autobiography of childhood years; but one very different from the others I have reviewed in these pages. For Vedi, born in 1934 into the family of a well-to-do Hindu doctor, was blinded by meningitis when only three.

His father determined that Vedi should not suffer the normal fate of the blind in India: dependence on charity. He would make him independent by giving him the best available education. But Dr Mehta, despite his profession, knew little of blind children's education. From newspaper advertising and correspondence he selected the Dadar School for the Blind in Bombay, 1,300 miles from his home in Lahore.

The Dadar School was actually an orphanage, primitively equipped and inadequately staffed; and the pupils were parentless waifs. Vedi found himself in a different climate and a different physical and cultural environment among children of widely different class, speaking a different language, wearing different clothes, eating different food, and

having an utterly different attitude towards life.

Vedi, though the shock was somewhat lessened by his having meals with the Principal's family, and a real bed in the dormitory (the other boys slept on boards), at first reacted badly. At meals his manners were deplorable, at night he sobbed himself to sleep. But the friendly attitude of his companions, who did not apparently resent the preferential treatment he received, wore away his feeling of isolation, and made him one of themselves. So much so that when holiday-time arrived he did not want to go home.

This book describes, in the simple language of a young child, the life at Dadar during the four years Vedi was there: lessons, and the learning of Braille; games, outdoor and in, most of them taught to the children by the staff; and rare outings to the seashore.

Reading Vedi's story is a rare experience. And it is but one volume in a series which Mr Mehta is writing about himself and his family. He has already published biographies of his father and his mother, and of his own early days. The complete series should be well worth waiting for.

H C Dent

Hard labour, instant freshness

Edward Blishen on a book which lays bare the mechanics of fiction

The Aloe. By Katherine Mansfield. Carcanet New Press £6.95. 0 85635 455 4.

I have the distinctest memory of first reading Katherine Mansfield's *Prelude*. Maxwell Hill, 1939: I was supposed to be a newspaper reporter, but was really a peripatetic reader. I read everywhere, including the street, where I was always taking into lamp-posts. I had that young feeling for the world as a place breath-takingly fresh, and in nothing I'd then read was the feeling so thrillingly reflected as in *Prelude*. A family moves from a town house in New Zealand to a house in the country. Nothing happens . . . except life. The story had astonishing spontaneity.

The Aloe makes it possible to study texts that were the fruit of hard labour spread over three years between 1915 and 1918, and that represent the great sweat of spirit and of pure literary cunning that lay behind that effect of instant freshness. *The Aloe* was the little KM gave to her first draft. "I wait for one moment," she'd told herself, setting out on it, "to make out undiscovered country leap into the eyes of the Old World. It must be mysterious, as though floating. It must take the breath". With the texts of *The Aloe* and *Prelude* on opposite pages, one can see how the original, clearly poured out and strictly spontaneous, was worked on, reduced, at a thousand points given some tweak or subtle hammerblow that adds what's needed to ensure that the story truly floats, removes whatever prevents it



from actually taking the breath. It's a model of revision. I can't imagine a better book to drop accidentally in the path of a literary sixth-former.

In pieces it's a matter of large excisions. Some clearly level the story more buoyant, belong to another sort of story that aims at full and patient explanation. Some ones may regret. There's a Mrs Trout whose head is full of an alternative existence, all fantasy. There's a morning bedroom scene between the mother in the story and her mother. They earn their place in any literary piece of writing; that they lose it here is one measure of Katherine Mansfield's determination and

fineness of instinct. Often it's a matter of seeing more exactly what in the first place she'd hurriedly seen: as when a child's bawling curled her fingers "round the big red hand she held" becomes "into the big red hand". What began light enough is made lighter still. Exchanges in the first draft in which people complete everything they have to say are made incomplete in the second. Always the obviously literary is replaced with what has the appearance of the thing suddenly said: "steep, towering hills" becomes "steep, steep hills". Passages in *The Aloe* that, striking enough, consist nevertheless of various shots at the same target, are thinned to a single reference.

But the most remarkable changes are those that reinforce Vincent O'Sullivan's verdict in his excellent introduction that she was "discovering a new way to tell a story". They, too, are a matter of the removal of adulterations, and careful revisions of language; and they have the aim for which she found words when she was thinking over the flaws in a particular scene. It struck her that what she needed to achieve there, in a scene in which one of her characters was alone, was "to suddenly merge her into herself". It was, in the end, what she managed with all the changes in *Prelude*. She removed every trace of the narrator, those people — based on herself and her family, autobiography, delicately shifted into fiction — are all floating free. And it was worth every moment she spent on it.

In performance

The Arts and Higher Education. Edited by Ken Robinson. SRHE £4.95. (Mambors £3.30). 0 90068 89 9

This is the fifth volume published by the Society for Research into Higher Education, which has a base in the University of Surrey and is supported by the Leverhulme Trust. The Society's main function is to encourage a "great national debate" about the future of higher education, and the present volume is the interim report of a seminar (funded by the Gulbenkian Foundation) held at Keele College in which 50 or so senior teachers discussed art and design, dance, drama, literature, film and television, in the conviction that these subjects seriously challenge "conventional modes of teaching, learning and assessment in higher education . . . They all require significant amounts of practical and creative work . . . Learning to dance, to make music, to perform drama, to compose literature, to

create designs, are all of importance equal with the theoretical study . . . This presents challenges for course design, for teaching and for assessment which deserves special consideration".

The volume is a useful reference book giving brief historical accounts of the different approaches to the arts in polytechnics, colleges of education, universities and vocational schools. It also offers an informed, enthusiastic defence of those approaches at a time when defence is most required. Especially pertinent is the plea about the under-provision of courses in film and television, and the cry of outrage and betrayal that the UOC should have spoken of an over-provision of drama courses, when recommending that half of the university drama departments should be closed.

The volume leads up to conclusions that are offered as material for the national debate to make use of: there are such general propositions as that there is need for more co-

operation across the binary line, and such specific exhortations as the call for "the establishment of a Research Council for the Arts in Higher Education, adequately funded".

The editor and contributors offer the present volume as an invitation for widespread discussion in the press and in specially convened conferences; and out of that process there will emerge a more elaborate final report which will make definitive recommendations for the attention of local and national politicians as well as the institutions of higher education.

Books written by committees have their peculiar weaknesses and strengths. It is uncomfortable to have the spiritual necessity of the arts emphasized in prose that is often incoherent and lifeless, but the range of experience and expertise gives the report more force than any one witness could exert, and force of evidence and argument is certainly required in these difficult days.

James Redmond

Reading women

The Woman Question, edited by Mary Evans (Fontana £3.95) would make a perfect crash course for beginners to the rapidly proliferating field of "readings" on women's place in society. This collection of essays, written by a variety of different authors ranging from the theoretical and general to the immediate and specific.

is no simple answer. Feminism, Culture and Politics, edited by Rosalind Brunt and Caroline Rowan (Laurie and Wishart £9.95 and £3.95) takes a Marxist stance, but does so for the most part with commendable clarity, offering eight essays by different authors ranging from the theoretical and general to the immediate and specific.

Among this week's contributors:

Tom Cate is general editor of the CUP *Feminist* First series. Kevin Crossley-Holland is the author of *The Anglo Saxon World* (Boydell and Brewer). Neil Philip is the author of *A Fine Ainger: A Critical Introduction to the Work of Alan Garner* (Collins). James Redmond is head of drama at Westfield College.

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BOOKS



Collarless coats buttoned from neck to hem, tricorn hats, stockings held up with garters below the knee - an illustration from Marlon Stichel's *History of Children's Costume*, in the *Hatsford Costume Reference series* (£6.50).

Infant intuition

Samuel Wilderspin and the Infant School Movement. By Phillip McCann and Francis Young. Croom Helm. £15.95. 0 7099 2903 X.

Samuel Wilderspin's first day as an infant teacher began as discouragingly as possible, with 165 under-sevens "in one dense mass, crying, yelling and kicking against the door". He was in despair; but intuition came to his aid. By waving a be-ribboned cap on a clothes prop he made his charges laugh, and then seized his opportunity; he started them playing games, himself taking the leading part.

That action reveals the root of Wilderspin's success as a teacher. He acquired ideas about infant education from various people: Robert Owen and his New Lanark teacher James Buchanan (who recommended him for his first job), perhaps Pestalozzi, and certainly the Swedish mystic Emanuel Swedenborg, in whose doctrines he was brought up. But he was never a systematic theoretician; his heart rather than his head made him a pioneer of infant education.

Wilderspin began teaching at Spitalfields in 1820. In 1824 an influential body of men formed in London an Infant School Society. Its special purpose was to establish a model infant school that would also be a seminary for training and qualifying teachers. Unfortunately, the school never materialized, and Wilderspin,

who was to have been its head, became instead the Society's peripatetic agent, opening and organizing schools throughout Great Britain and Ireland.

About 1828 the Society died, but Wilderspin continued to travel, and by 1836 had been instrumental in founding some 150 schools. His journeyings (an appendix lists most of them) undoubtedly established the infant school in Britain; they also involved him in embittered controversy - to which, unhappily, he was all too prone.

This was one reason why, later, Wilderspin's services as organizer of schools and lecturer on education became less and less requested. Friends rescued him from poverty, and secured him a pension on the Queen's Civil List. But his fame, at its peak international, greatly diminished; and though he has always been mentioned in most histories of English education, this is his first full-length biography.

As its title indicates, this book is also a detailed study of the Infant School Movement in the first half of the nineteenth century. The authors, of whom Dr Young is a great-grandson of Wilderspin, have by their seven years of research into Wilderspin's papers (found with his descendants in America) and British and Irish provincial newspapers, produced what must surely be the definitive biography.

H C Dent

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Historical byways

Welsh History through Seals. By David H Williams. National Museum of Wales £2.25. 0 7200 0242 7.

Victorian Children at Turton Tower. By Ellen Shearer. Blackburn Recreation Department 80p.

The Carew of Beddington. By Ronald Mitchell. London Borough of Sutton £2.95. 0 907335 02 0.

Thomas Telford 'Colossus of Roads'. By Alastair Penfold. Telford Development Corporation with Ironbridge Gorge Museum Trust £1.50.

Symington and the Charlotte Dundas. By A Ian Bowman. Falkirk Museums £1.50. 0 9502250 7.

Mary Queen of Scots. Public Record Office Museum Pamphlets No 12. HMSO £1.50. 0 11 440105 5.

Likenesses in Line. An Anthology of Tudor and Stuart Engraved Portraits. By Harold Barkley. Victoria & Albert Museum. HMSO £4.95. 0 11 290352 5.

Multiplying museum bookstalls offer ever more exciting goodies. What teacher can resist the temptation to spend a hard-earned penny or two on picture postcards, or perhaps on the latest plastic replica to tease and titillate the class? These seven booklets come from such stalls; each opens tempting historical byways, each gives good value for money,

and each embodies sound scholarship attractively presented.

Seals, now, shapeless blobs in dull cases and slushy corners. The National Museum of Wales brings them to life, shows just how they were made and used (tinting any caters for children to experiment in initiation), and goes on to illustrate in excellent photographs some varied political and social history. Blackburn's equally beautiful offering is the rambling reminiscence of an old lady who enjoyed a very middle-class childhood in the 1880s. Those were the days, when organ-grinders, nurses, governesses, tramps, gardeners and workmen were kept firmly in their places, sometimes tormented and sometimes cherished by confidently superior children.

The Carew of Beddington were a very different family. From the fourteenth century to the nineteenth they occupied a manor house whose substantial fragments survive in London's suburban wasteland. Ronald Mitchell's entertaining chronicle traces their rise to fortune and disaster in Tudor times, and their decay.

Two Scottish engineers, almost exact contemporaries, are celebrated in a richly informative exhibition catalogue from Telford new town, and a modest booklet from Falkirk that tries to unravel confusing evidence on early steamboat history. Telford, with what Alastair Penfold calls "multi-disciplinary calls", attained immense prestige as de-

signer and consultant for almost every major construction project - but railways - of his day. William Symington's career was more obscure, and Ian Bowman's study does not entirely clear up the mysteries. Still, one day in 1803 the (second?) Charlotte Dundas did actually cling along the Forth and Clyde Canal, before its disappointed creator gave up in the face of technical difficulty and canal company opposition.

The nine documents reproduced from the PRO's collection on Mary Queen of Scots present amateur graphologists with the revealing hands of Knox, Cecil and Elizabeth as well as Mary herself. More fascinating still are the close-packed diagram-drawings supplied by Cecil's agents to illustrate Darnley's complicated murder and the fight at Carberry Hill. Mary crops up again in the Victoria & Albert's selection of portrait engravings, alongside such familiar faces as the Gunpowder Plotters, First Folio Shakespeare and Princess Pocahontas. Others appearing in this valuable cross-section of Elizabethan notables include such less frequently reproduced figures as "Finney" Chapman, John Gerard the heretic, Gresham the banker, Fulke the puritan and Gurnet the Jesuit. Harold Barkley's thorough little biographies make this a most useful reference book, a key to an age.

Tom Corfe

Children's literature

Hunter and hunted

The Poacher's Son. By Rachel Anderson. Oxford University Press £5.95. 0 19 271468 6.

Journey from Darkness. By Gordon Otwell. Illustrated by Geoff Taylor. Scarthin Books, The Promenade, Scarthin Croft, Derbyshire DE4 3QF. £1.95. 0 907758 02 9.

The poacher sings to the hare, "O, pray, poor puss, do lay still. For your uncle is a coming"; there is a complicity between hunter and hunted which binds them closer than master and man, lord and labourer. The hare is merely of a different species; the lord lives in another world. Indeed to illiterate Arthur Belts, the poacher's son, before the First World War: "His lordship, it seemed to me, must be like God. Both ruled our lives and owned our world, yet I had never seen either". And God's chief message for Arthur, transmitted through an oily, unctuous rector and his sour wife, is that "God made them high or lowly. And ordered their estate". Spike Mays, in his autobiographical *Reuben's Corner*, is just one witness to such "religious education": "The accent was always upon our servile state. We should be humble. The meek would inherit the earth. We should not envy, covet, or desire."

In her excellent, bitterly-flavoured novel *The Poacher's Son*, Rachel Anderson has created an entry for young readers into the world remembered by Mays, by Flora Thompson, by the poacher James Hawker. Her model is scaled-down, but true in tone, in detail, in language. The reader is led with Arthur to understand the strangling grip, fierce with rigor mortis, in which the squires held rural England at that time. The extent to which Rachel Anderson can capture the rector, and melodramatizes Arthur's stay in a reform school, is forgivable because she uses such exaggerations in an intelligent, disciplined way. She is fighting her readers' assumptions about rural life, the cosy Arthur's sister, in the novel's final paragraph, to "turn our childhood into a bright and happy dream". Arthur, however, does not forget. Using the literacy the war has re-

lensed in him, he sets down his story with vivid accuracy. The harsh drama of his early years is set against his eager participation in the life of the land he "owns" in a way neither lord nor rector can understand. What is especially impressive about his narrative voice is the extent to which Rachel Anderson makes him interpret his experience in terms of his observation. The rector, for instance, is "a big man, with a beaky face and thin leer like a starling opening its bill", who runs on "thin black legs like a bird".

Gordon Otwell's *Journey from Darkness* is not as simply realized as this, but still has much to offer. Issued as an illustrated paperback by a new regional publisher, Scarthin Books, it is a pacy adventure set in Victorian Derbyshire. "The hero, 13-year-old Peter, is a pit boy who makes a hazardous journey from Derbyshire to his uncle's farm. Gordon Otwell has worked as a colliery surveyor, and his intimate knowledge both of mining and of the Derbyshire countryside stands him in good stead. He can create excitement, and he succeeds well in illustrating for a contemporary, well-travelled readership what it felt like when any journey at all from home seemed daring and risky. But the rescue of a pit pony from the slaughterhouse, leads him into sentimentality. The opening chapters depicting the rough pit life are easily the best. Geoff Taylor's striking, atmospheric black and white illustrations are excellent throughout, though somewhat cramped on the pages.

Nell Philip

The Golden Lyre: The Themes of the Greek Lyric Poets. By David A Campbell. Duckworth £28. 0 7156 1563 7.

The Golden Lyre is not a treatise on the themes of the Greek lyric poets but an anthology of Greek poetry arranged, often quite artificially, under such headings as Love, Wine and Athletics. The texts are pretty and are supplemented by clear, literal translations, but the commentary is exiguous and frequently (in the manner of Bowra) disappointingly bland.

Kelvin McCulloch

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RESOURCES

Young designers

Gillian Thomas visits a Design Council exhibition

The largest education exhibition ever staged by the Design Council opens on Tuesday. Entitled "The Young Creators", it features over 150 design projects from schools and colleges throughout Britain.

The exhibition is intended to draw the attention of industry to the need for good design and to encourage companies to make better use of British talent. It also aims to highlight the relevance of design to every day life and, as a consequence, to stress the benefits of including it in the school curriculum.

"Design is the vital ingredient that makes the difference between a mundane product and one that succeeds in the marketplace", says Sir Jeremy Morse, chairman of Lloyds Bank which has provided £40,000 towards the cost.

Although only a small proportion of the projects are from schools - mostly O and A level work - they show the scope and variety of design as a subject in the classroom.

Each illustrates a different aspect of it, such as the importance of observation, the need for a problem-solving approach and an end-product that not only looks good but functions well too.

For example, pupils at Linslade School, Leighton Buzzard, were presented with a "Communicating with your milkman" project by their craft, design and technology

teacher. The result is a variety of milk indicator gadgets made up in acrylic plastic. They are accompanied by the children's preliminary drawings and paper models.

"We chose the project because it clearly shows the total design process", says Candice Rodd, one of the organizers. "First they obviously had to consider what the problem was, then they had to work out a solution and produced the necessary plans for carrying it out."

"Having a finished object to take home at the end of their designing efforts is also very important for children. Otherwise the real point of the exercise is lost."

Designing need not involve sophisticated equipment or expensive materials. For their project on pneumatics called "Alternative Technology", 11 to 14-year-olds at William Pitt High School, Walthamstow, improvised with washing-up liquid containers, balloons and off-cuts of wood to produce a series of jack-in-the-box-type puppets which pump into action. Importantly too, they were obviously great fun to make.

Nevertheless, however imaginative children may be, it is the quality and enthusiasm of the teacher which is the indispensable basis for good design in schools. Clearly teacher-training colleges play a crucial role in this.

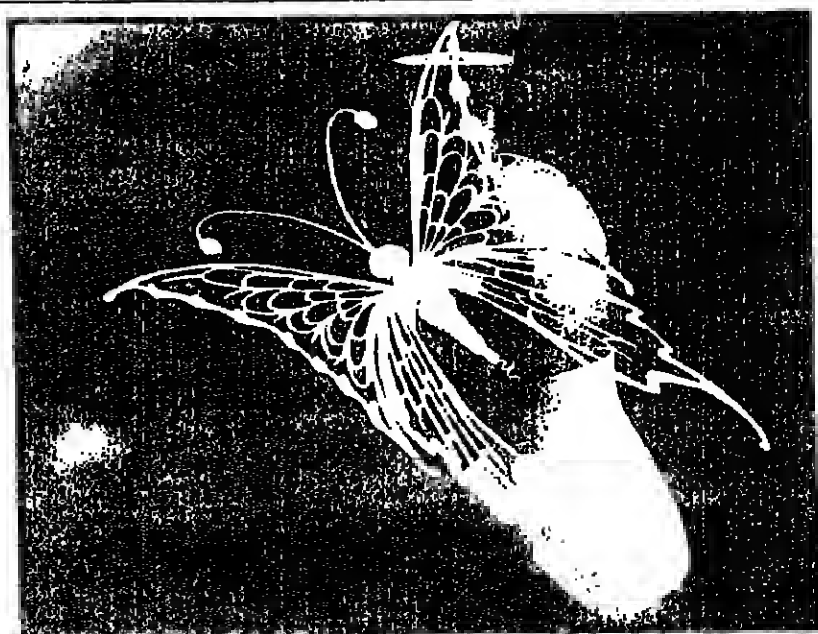
Good teaching shines through all the work on display and is nowhere more strongly illustrated than by the beautiful items in silver produced by Catherine Evans of Haberdashers Monmouth School for Girls for her O level. A silversmithing course was started there recently by Mrs Rosemary Williams, a talented craftswoman.

To show how design can - and indeed should play its part across the curriculum, Candice Rodd has included an entertaining project carried out by a home economics teacher at Cavendish School, Hemel Hempstead.

A mixed-ability class of boys and girls had to design and make a useful bag. The finished articles range from smart evening bags to less conventional ones for a fishing rod, long and very slender, or, in shiny plastic, for a puncture repair kit.

Each is accompanied by an explanation of what was needed, a pattern and sample materials. This kind of detail should provide both inspiration and encouragement to other teachers.

One of the most ambitious projects is by John Palmer of St Thomas More Roman Catholic Upper School, Bedford. For his A level in technology, he built a portable telephone exchange suitable for use by telephone engineers or in a small factory. Having bought the necessary



One of the silver items produced by Catherine Evans of Haberdashers Monmouth School for girls.

microchips, he assembled them in a hard-sided brief case.

Technology features strongly throughout the exhibition, providing a strong reminder that design is by no means only relevant to the more obvious items like textiles and fashion.

Exhibits from colleges far outnumber those from schools since the choice from them was wider and they were often in a more "presentable" form. Indeed, encouragingly, some of the designs are now in production, like the striking uphol-

stered seats produced by Sandra Lucker during her diploma course at Middlesex Polytechnic. Now she works for the small furniture company in London which is making them.

The exhibition is at the Design Centre in London until May 2. It then moves to the Scottish Design Centre in Glasgow on May 10 until July 2, the Swansea Industrial and Maritime Museum from July 19 to August 29 and the Leeds City Art Gallery from September 30 for a month.

Games and gambits

Margaret Harrison notes some new educational games and toys

Dixit, a word game, comes with its own Collins pocket dictionary. Besides making words on the board and using words to spell out a word from a page in the dictionary (28, Waddingtons, Castle Gate, Oulton, Leeds). With Think-Links, two packs of 100 picture and word cards, 50 different games can be played, simple ones like Lotto and ones based on complicated thinking skills dreamt up by Edward de Bono (£2.95, including instruction book, De Bono Games, Mountbatten House, Victoria Street, Windsor, Berks).

Ashall Squares and Triangles also combine logical thinking with tactics and involve fitting shapes together on a marked board. (£5 each, Pic Toys, Fulwith Mill Lane, Harrogate). Younger children will enjoy Cat and Mouse. A large marble chases small ones round the board which are able to escape down holes (£2.75, Spears, Green Street, Enfield). Don't Split the Beans, which involves balancing beans on top of a tipping cup, provides a simple hit graphic demonstration of addition in action (£4.50, Bluebird, Kembrey Street, Swindon).

My Talking Computer aims to introduce the very young to the subject. Twenty simple programmes give practice in word recognition, maths, telling the time, colour matching etc, with the answers spoken and shown in colour on a display screen. Mains or battery with other modules for spelling, music and languages soon. (£39, Electrolay, 93 High Street, Esher, Surrey).

Portable Chess Computer offers four levels of play with random responses. Games can be folded away and restarted (£32, CGL, Goldings Hill, Loughton, Essex). Phantom Computer Chess plays on its own to demonstrate moves and tactics or against a human challenger. It can also be asked to analyse moves; 12 levels of play (£250, including transformer, Milton Bradley, 97 Uxbridge Road, London W5).

The Magic Wand Speaking Reader tells stories, gives spelling tests and sets puzzles when an electronic wand is moved across bar codes on the page of a special book (£39, books 17, Text Instruments, Mant Lane, Bedford).

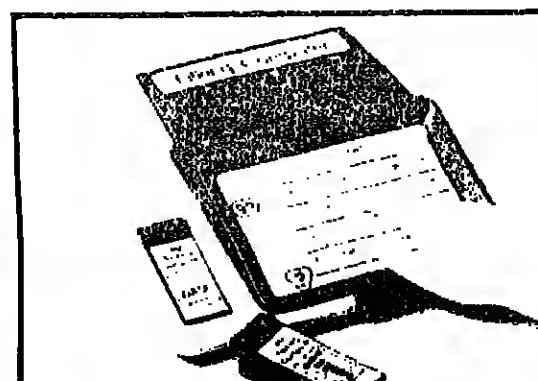
Panda Clock cleverly shows the relationship between the hours and minutes as its synchronised hands are moved across revolving balls (£9, Hestair-Kiddicraft, Redlands Coulsdon, Surrey). Electro is an illustrated board with two plugs which operate a light when the terminals are correctly matched. The subjects range from simple pictures on general knowledge and topics like flowers, history and road signs (from £3, Robenau, 17 Sunbeam Road, London NW10).

Magnet is a set of five magnets which have been magnetized to make the larger faces into the poles instead of the ends. As a result they can be made to hover, showing how energy is transferred in oscillators and motors (forerunners of the laser); invented by a laser professor who explains their properties on the instruction leaflet (£1, Tower Tech, Ryecote Park, Milton Common, Oxford).

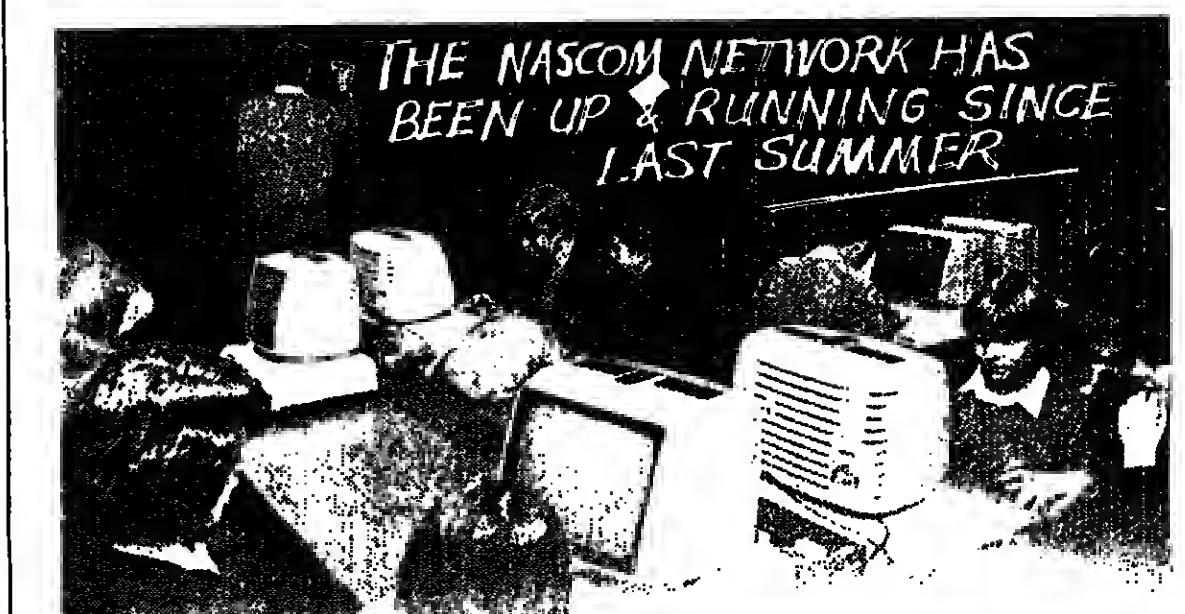
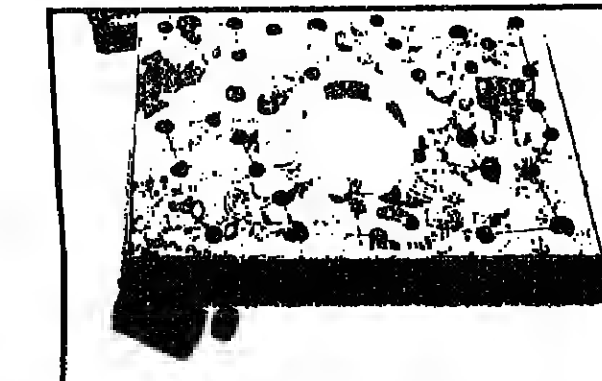
Playpen is a small rubber ball with a pen attached and has been developed with young children who found its shape easier to grip when first learning to write. It comes in five bright washable inks (pack of five £4, Platignum, Six Hills Way, Stevenage).

Mix Mats, a set of four hand-wearing non-slip playmats, but together to provide a simple, basic background for floor play. Plain and bold in design, there are layouts for lake, farm, village and castle scenes (£25 a set, Recticel Sutcliffe, Horbury, W. Yorks.).

THINK-LINKS



Left: "My Talking Computer" from Electrolay. Right: Spear's "Cat and Mouse" game. Below: "Think Links" by De Bono Games, two packs of 100 picture and word cards.



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MEDIA

Cracking the code

Marion Glastonbury on two language series

BBC SCHOOL RADIO
Functional Reading
Monday 10.30-10.45 am
Talk About English
Wednesday 2.35-2.45 pm

When I first started teaching English, there was a vogue for what was termed Useful Literacy. How, I wondered, did this differ from the implied alternative which must be Useful, and could my pupils tell at a glance which sort my lessons conveyed?

Of the two language series currently being broadcast for 14 to 16-year-olds, the first offers guidance on coping with written information in situations likely to perplex the less able teenager. The second, a discursive programme for the full ability range, seeks to promote awareness of the varied scope and possibilities of speech.

The problem-centred *Functional Reading* presents a dramatized story in which "our hero, Clive", like the listener, has mastered basic skills but lacks confidence in applying them. In the course of evenings out and days spent job-hunting, Clive encounters menus, cinema programmes, instructions on tuning a guitar, small ads, claims for unemployment benefit, bus and train timetables, the Yellow Pages and the Highway Code.

While the pupils try to interpret these and to improve their own writing with copies of the activity sheets provided, it might also be worth considering how well the designers



and producers of "reality" do their jobs. Thanks to the recent campaign for the reform of officialdom, government departments tend nowadays to address the public more simply and intelligibly than was their wont.

The preponderance of boys in most remedial classes is conspicuously reflected in each episode of *Functional Reading*. Girls and women play minor helping roles. But what are we to make of the self-pitying male banter that greets Auntie Barbara's refusal to cook "a proper tea"? This lamentable demonstration of domestic incompetence on the part of Uncle Jerry and the lads calls for an immediate supplement to their course in survival skills: some recipes and advice on how to use a kitchen.

The soup-mix principle is implicit in *Talk About English*, which sprinkles assorted ideas, as it were in powder form, into the expanding medium of a 45-minute lesson-period. Each broadcast consists of three or four modules designed to be pre-recorded and then interspersed with discussion when replay-

ed. It sounds feasible enough, but the complex elements of language undergo a qualitative change when they are compressed, and you cannot stimulate coherent thought in a group by throwing together condensed fragments of unrelated themes.

Last week saw a vain attempt to link national stereotypes, racial insults, the generation gap, regional dialect, clichés, satire, wit and irony under the general heading "The Language of Prejudice".

Shortage of time forces the luckless scriptwriters to lay down the law on sensitive controversies with crude assertions unsupported by evidence or debate. Mike Poulton's comparison of storytelling in town and country had, to my mind, an oddly sentimental rural bias, and the earlier eclectic acceptance of non-standard forms of English was belied by George Watson Scott's intemperate condemnation of "ready-made phrases... horrible woodworms that have eaten their way into our conversation".

Now, I wouldn't argue for an uncritical approach to cant - I don't care for "meaningful dialogues" or "ongoing situations" myself - but I doubt if the young learn much from the unreflective distillates of their elders. Why should pupils share our pet-hates or wine on first hearing, for instance, of "a different ball game"? To borrow a ready-made phrase from William Blake, every harlot was once a virgin, and by the same token, every cliché once a new-minted metaphor.

The 4th R

by Gillian Klein

Multicultural education has to continue to be what Ken Millins, in this newspaper, once termed "pleomorphic, i.e. taking different shapes in different times". And those of us who believe it to be an essential dimension of the education of all children in the UK should now be fashioning our school policies and curriculum around a recognition of the reality of racism.

ALTARF - All London Teachers Against Racism and Fascism - have produced a valuable inservice resource for teachers. Their BBC *Open Door* programme, broadcast on January 16th, is available on videocassette and deserves to be widely shown at courses and conferences and, better still, in individual schools - with a follow-up staff discussion. Called *Racism - the 4th R*, its central attack is on that position so characteristic of the ostrich: that "we'll only stir up trouble/racism if we start talking about it".

Racism is already rife. Shahid recites, in his impeccable London accent, his poem about his racist encounters - and the exhortations to "grin and bear it". Other ethnic minority students are emphatic about the improved situation they find in schools that acknowledge racism and can then try actively to combat it.

The next focus is on several schools which have developed antiracist policies. One primary school has chosen to be accountable to its parents on the issue of racism; another objected to a book, made their own alternative, and enabled their six year olds to challenge, by letters to the publisher, the offending illustrations.

Space is then given to the mother of a black nine year old girl, whose response to a new sundress is that it exposes "too much of this rubbishy brown". Wisely, the mother went to the school; they promised to be especially encouraging and supportive to her daughter. It was only later, she concludes, that she was able to identify why she felt so dissatisfied with this response: what the school had done was to locate the problem on the child, instead of squarely where it belongs - on the school itself.

ALTARF c/o Lambeth Teachers Centre, Sankey Street, London, SW4.

BRIEFINGS

radio & tv

For schools

Going to Work (Monday, 9.38, Friday, 11.40 BBC1)
A film for 14 to 16-year-olds comparing and contrasting jobs in two different types of hotel.

Merry-Go-Round (Monday, 11.00, Wednesday, 14.40 BBC1)
What was the difference between "Pirates and Privateers"? Seven to nine-year-olds learn about English and Welsh seamen.

Physics in Action (Tuesday, 10.31, Thursday, 10.36 ITV)
Two programmes on "The Laws of Motion" feature experiments on Newton's three laws and how they can be applied in everyday life. O and CSE students concentrate on gliders and cars in motion.

Biology: Field Studies (Wednesday, 11.40 VHF4)
A radiovision programme for 14 to 16-year-olds showing field work.

Scene (Thursday, 10.32, Friday, 14.02 BBC1)
"How did you learn about it?" for 14 to 16-year-olds looks at the issues, controversies and embarrassments surrounding sex education.

Our Changing World (Thursday, 14.20 VHF4)
Mike Fish explains the meaning of all the jargon used in "Shipping Forecast".

Listening, Talking, Writing (Friday, 9.20 VHF4)
Two programmes on dragons begin with a radiovision introduction for 11 to 13-year-olds.

People and Politics (Friday, 9.30 ITV)
What are political skills? Can anyone acquire and use them successfully?

Continuing education

Prison (Wednesday, 21.00 Cf)
Three programmes examining the crisis in Britain's prisons.

Success is a smile

VIDEO
Too Important to be Taken Seriously
20 minute video
Sevenoaks Voluntary Services Unit
Copies available from Sevenoaks School for Girls, Bradbourne
Vale Road, Sevenoaks, Kent
For sale or hire.

This video was made by a group of teenagers with the aim of encouraging a greater understanding of severely mentally handicapped people. It is a measure of its achievement that, by its end, many of the audience will, I'm sure, have a far greater empathy with the man part of whose lives we are shown. They will almost certainly have understood that there are means by which the severely mentally handicapped and mentally able can relate in ways which help both parties.

The film was made by a group of teenagers from Sevenoaks' schools and is about their work in establishing relationships with men living in a locked ward at Darent Park Hospital near Dartford in Kent.

The volunteers are from 15 local secondary schools and the project is coordinated through the Sevenoaks Voluntary Services Unit.

The film is divided into three parts. In part one - the least successful - we are introduced to three of the men on Ward 23. The technique is to show us a very brief film of each of the men, freeze the film and to use subtitles to ask a question. For example "What's your reaction to Ian?" "Do you know anyone a bit like this?" Unfortunately the film sequences are too brief to be able to make intelligent answers to these questions and most people will probably be too startled at the ex-

tent of the men's handicap to be thinking along the lines demanded. Parts 2 and 3 are much more successful. In part 2 we are shown the daily routine of some of the men and introduced to their particular problems. Ian, whose deformities mean that he is probably in pain most of the time; Bobby, who can only talk of a radio he lost some time ago; and Peter who is hyperactive and sometimes violent. We then move on to the part of the young volunteers, who in this part discuss their reactions to the men of Ward 23: how they sometimes run out of ideas on what to do; how it is no use thinking in terms of progress, but better to see it as a "fun relationship" in which "a smile is an achievement".

Finally part 3 looks at these two groups interacting. We see two girls manage to make contact with Peter mainly through a sort of rough play; a girl spends a great deal of time trying to break the round of obsessive actions which is Barry's way of dealing with the world.

By commercial film-making standards this film is not a joint effort but what it lacks in technical nique it makes up for in imagination, and the sensitivity of its observation. The overwhelming impression is of two groups of people coming together in what for both is a remarkably rewarding experience. The commentator manages to say a great deal without being obtrusive. Sensitively used it would make excellent introductory material for a discussion on mental handicap, and hopefully will encourage more projects of the type it illustrates.

Carolyn O'Grady

WINTER SPORTS



Ski-fever

By Dave Francis

So you have decided to learn to ski? Well, you will be joining the ranks of more than three quarters of a million other members of the British public, who take part in the sport regularly every year, both at home and abroad. You have also chosen a sport that has style, glamour and excitement, yet is not exclusive to the very rich.

Today's skiing is a sport that has a world-wide appeal and a following of millions from Switzerland to New Zealand and places in between. Probably there is a dry skiing facility quite near your home.

The sport of skiing is nearly 1,600 years old, as written records dated between 526 and 559 AD refer to "gliding" - "flims" - racing against others. However, we have to move to the end of the last century and the early part of this one to find the developments that have influenced sport as we know it today - largely the work of a few people, such as Sondre Nordheim, who produced the first system of bindings for holding the foot to the ski that were effective enough to permit a controlled turn, and Matthias Zardsky, an Austrian, who wrote the first manual on ski techniques.

Surprisingly it was left to an Englishman, Arnold Lunna, to invent Alpine racing. The world's first Alpine ski race took place in Mürren, Switzerland in 1922 and what you see television today is based upon the development by Arnold Lunna and his contemporaries - you can see that while we have very little snow of our own the British are historically technically linked with the sport internationally.

The activity most of us identify as skiing is, in fact, Alpine or downhill skiing. There are two other forms, freestyle which relates to Alpine and Nordic or cross-country skiing, which is based upon the ancient and original form described earlier. All three disciplines have competitive aspects to them and here in Britain we train teams to represent us at international competitions. This is supported by grant aid and through the membership and participants involved.

The time spent in training is generally in a concentrated form and largely in a snow environment. Hence the apparent expense which is incurred. One activity we do not do as yet, ski-jumping, that spectacular and nerve-testing event we often see on television during the Winter Olympic Games.

With so many options available to us in this sport, along with all the facilities provided, both at home and overseas, it is no wonder that skiing is so popular today. The image of the plastic-coated long gone. Equipment design and development has seen to that and the ski teaching methods have evolved to cater for all ages and ability. Skiing has become in all senses of the word "sport for all". Mom, Dad and children. Nearly 400,000 people took ski holidays in 1979/80, 130,000

of them were school children for education authorities throughout the United Kingdom.

The building of large ski centres throughout the country, and the increase in the package ski holiday business has clearly broken down the social barriers that prevailed in the early part of this century.

The programme of activity available on home base facilities is somewhat unique. No longer do skiers hang up their boots at the end of the season. There is just a short time to take breath in April before the summer activity programme takes off in full force throughout England. Last year alone, there were 17 national events taking place between May and November, along with all those local activities that take place at regional level through the structure of the England Ski Council.

What is the English Ski Council, people ask. Well, it is the most recent of the national governing bodies for the sport to be formed. It was established with the support of the Sports Council and the National Ski Federation in the autumn of 1979, and is responsible for the development of the national coaching scheme in all its aspects. These include Alpine racing, freestyle skiing and Nordic skiing. The ESC organizes and promotes many activities related to the three disciplines for young people and adults throughout the country and has developed a snow programme for training our top competitors and coaches.

It is believed that with careful planning and the expertise already available, England can provide better qualified skiers to go through to British International representation than hitherto. One advantage we have over many other countries is that we have this large supply of dry ski facilities which we use to good effect in spring, summer and autumn, even the Austrians have limited snow available to them for training purposes in the summer time, and are certainly not able to use these facilities for people other than their top competitors. While in England we can reach much lower into the pyramid of opportunity and provide activities on a much broader basis.

Already the ESC has trained more than 800 amateur instructors under its national coaching programme, and many of these people will do the teaching at the dry ski centres. Foreign ski schools are continually amazed at the ability of the "first time" British skiers who master the fundamentals of the sport so quickly. Generally these people have spent some time at a ski centre here in England before going away, and often end up skiing down the mountain by the end of their holiday, whereas their Continental counterparts are still down at the bottom. To aid the learning process,

continued

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WINTER SPORTS

Switzerland for school skiing

By Pauline Speake

Ski-fever continued

two personal performance award schemes have been introduced, one for junior skiers and the other for adults.

By using this system, the skiers are encouraged to increase their participation and instructors are encouraged to help them to improve the quality, control and enjoyment of their skiing. Both these schemes can be operated on snow and artificial facilities.

Much reference has been made to the artificial facilities that are available in England. However, there is still a shortage of larger facilities for competitive purposes and a strategy has recently been prepared which outlines the needs of the governing body over the next 10 years. With an hour's recreational skiing costing approximately £2, including the hire of equipment, the activity certainly compares with those such as squash and tennis, it costs nearly that much to go to the cinema these days. So, in cost terms, it is not an expensive sport. The only reason that it cannot expand in its number of participants is simply in availability of facilities.

Like many sports, skiing is an activity that requires specialist equipment, along with correct clothing. The average skier does not have to purchase this equipment as it is generally available for hire at ski centres and the holiday resorts. Clothing also can be hired here in England, although generally people do prefer to purchase this, as much of the clothing can be used for general leisure purposes.

If equipment is to be purchased, this is available through a chain of specialist shops of which there are around 150 in the United Kingdom. Here the staff have been trained by the equipment manufacturers to provide the correct advice and service to the customer according to their needs. The adjustment and fitting of the specialist bindings on skis is one such matter that the staff have to be conversant with, as the success or failure of fitting such a piece of equipment will either make or mar a skier's activity. Even though there are not dry ski centres in every large town in England, it is surprising to note that there are such specialist ski shops in places like Oxford, Plymouth, Coventry, Leicester, to mention but a few.

Skiing here in England is both inexpensive and fun. With more than 150 ski clubs and 50 ski centres alone, where people can take part in a whole wide variety of activity and social programmes. There are even those who never bother to go abroad to ski, as they enjoy their weekly skiing like others enjoy their squash or badminton at the local sports centre. Wherever it is done, it is a sport where the rewards are high, and for those who venture into the mountains it takes on an added dimension which is always found in that environment. Go to the Costa Brava for your sun-tan by all means, but the snow provides the same, so don't be fooled by the low temperatures. Try it and become one of that happy band of sun-tanned commuters who you often see on your way to work on those bitter January days!

Dave Francis is Director of the English Ski Council.

You may be forgiven for dismissing Switzerland as a destination for a school skiing trip because of its reputation for being astronomically expensive. However, even for the normal holiday-maker this is no longer true, as the Swiss have virtually no inflation, and for the school group the delights of this beautiful country have been made inexpensively available at the Feriendorf Centre.

The Feriendorf, built originally as a military medical centre, nestles in the mountains at the top of the beautiful Rhone valley, on the outskirts of Fiesch in the canton of Valais.

The centre consists of a complex of pavilions set amid pine trees, seven of which are given over to accommodation, sleeping up to 1,000 people, and one to a restaurant. Also within the complex are a vast sports hall and a beautiful swimming pool block.

The potential of the centre for organized school skiing trips from England was spotted seven years ago by two teachers. School groups from Europe were already coming to the centre but there was no fully organized package for English children yet. They therefore decided to set about assembling a package which could be offered, fully inclusive, to schools in England. They began in the winter of 1977/78 and since then they have perfected their holidays, tempting many of their clients to return year after year.

I must say that, having seen them in action, I was very impressed by the efficiency of their operation. The price starts at £219.35 for nine days, which includes all travel and accommodation, lift passes, hire of equipment, full insurance, use of the facilities at the centre and, in fact, everything short of pocket money. Details of size of shoe, height, weight, age and proficiency in skiing are sent to the centre in advance so that, on arrival, each person is allocated to a room, and waiting for them in the ski room of their proficiency, are skis, boots, poles and a lift pass. Using this system only about 5 per cent of boots need to be changed due to wrong sizing, so it obviously works!

The journey is by coach from the school direct to the Feriendorf via Chamonix, which saves teachers having to worry about lost luggage or, worse, lost children due to changes en route. Improved motorways through Europe means that the journey takes around 12 hours, most of which is overnight so that skiing time is not lost. The party arrives at around 4 pm, which gives them time to relax and sort themselves out to be ready for skiing the next morning.

Accommodation is in rooms housing six, fourteen, or twenty children in two-tier army style bunks; not, obviously, five-star quality, but ideal for children. Accompanying staff have rooms, usually double, on the same floor. This gives the children the feeling that they are free to do as they wish, while enabling the



The Berghaus at Kubboden

staff to keep a surreptitious eye on them.

In the morning the children are served an early breakfast - continental style with cheese - so that they can catch the cable car before the main rush of other tourists staying in Fiesch. The cable car station is about 12 minutes walk through the village. Queues are not too long as the capacity of the car is 120 people.

The journey up to the skiing area at Kubboden, 1,100 metres above Fiesch takes about eight minutes.

and here the Feriendorf have another centre, the Berghaus. This is an attractive pine-paneled building with a large restaurant where lunch is served to the children at midday, and with dormitory accommodation for a further 80 children. Groups can, of course, choose to stay up here rather than at the Feriendorf, and they can then step straight out on to the ski slopes without any walking, or waiting for the cable car. The one disadvantage with staying at Kubboden is that the cable cars stop running after dark, and the group is effectively "marooned" in the Berghaus for the evening. In the case of younger groups of children this is probably not a great disadvantage as, after a day of skiing, they are probably quite content to play games, listen to the juke box and then go to bed.



early.

In the morning, the children have two hours of skiing tuition from Swiss qualified, English-speaking instructors. There are wide areas of nursery slopes at Kubboden, five drag-lifts for the more advanced, and a challenging black run down into Fiesch for the very experienced. Because of its high altitude, 2,212 metres, Kubboden is assured of good snow conditions from December through to April, making the Easter trip a feasible proposition, and avoiding loss of school term time.

At lunch time, a three-course hot meal and a drink are served in the Berghaus. The food is traditionally Swiss, and, being simple, goes down well with English children, who can return for second or third helpings as they like.

The afternoon can either be occupied with a further two hours of ski instruction, which is arranged on request, at a small extra cost, or with free skiing, or the group can return to the Feriendorf to make full use of the facilities there. In the swimming pool pavilion they can use either the full size pool, or the teaching pool, both surrounded by picture windows overlooking the Alps, or can organize bowling afterwards in the two-lane bowling alley, or lounge in the solarium.

The sports hall pavilion is divided

into three large sections for team games, or the partitions can be removed to give one vast hall. Here are also two squash courts, saunas, and spacious shower facilities.

After the evening meal, which is similar to that at lunch, and laid out in the spotless restaurant, the children can either continue using the sports facilities, which remain open until 9pm, or can request films or, on Tuesday and Friday evenings, go to the disco which is held in the restaurant. Should it be necessary, there is always medical assistance on hand, both at the Feriendorf, and at Kubboden.

While at Kubboden I asked Melissa and Verity, both 16 years old, from a school in Stevenage, for their opinion of the Feriendorf. They were thoroughly enjoying their stay, the skiing was very good, the food, particularly at the Berghaus, was excellent, and their rooms were comfortable. The only complaint, in fact, was that there were not enough shops!

For the duration of my stay in Switzerland I stayed in the village of Breiten, 10 minutes drive from Fiesch. This village was built as a health resort and salt water spa by Dr Eugen Nief, an ex-journalist, who owes his recovery from a bad motor accident to seawater therapy. There are two hotels in the village, plus a number of chalets for self-catering holidays. A cable car from the village carries you up to the skiing area of Reideralp and Bettmeralp, which adjoin Kubboden.

This delightful village, as well as being an ideal holiday resort for its own sake, is very well placed as a centre in which families of children staying at the Feriendorf can be near their children if they wish, without being too intrusive. I would also be an ideal base for the teacher who, before hooking a school trip to the Feriendorf, would like to explore the area and visit the centre.

Full details on both the Feriendorf Centre and Breiten are available from their London office at 2 Grosvenor Gardens, London, SW1.

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| Vitoshka | 6,070 | 7,120 |
| ITALY | | |
| Aprica | 3,865 | 7,660 |
| Artesina | 4,240 | 6,800 |
| Bardonecchia | 4,100 | 9,120 |
| Corviglia | 3,670 | 7,000 |
| Cervinia | 6,880 | 11,450 |
| Colle di Tenda | 4,610 | 7,450 |
| Poppo | 5,125 | 8,325 |
| La Thuile | 4,861 | 8,686 |
| Madesimo-Matino | 5,070 | 9,000 |
| Madesimo-Village | 5,070 | 9,000 |
| Santa Caterina | 5,680 | 9,100 |
| Tonale | 6,130 | 9,800 |
| Val Senales | 6,510 | 10,700 |
| AUSTRIA | | |
| Badgastein | 3,623 | 8,460 |
| Ellmau | 2,665 | 5,960 |
| Malnau | 3,300 | 6,612 |
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| Morgins | 4,540 | 7,670 |
| Ovronnaz | 4,560 | 8,130 |
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WINTER SPORTS

Getting your skates on

By Dennis Bird



Skating "combines and surpasses the joys of flying and dancing" in its ravishing experience of exultantly skimming the earth. Flying lacks the immediacy that only the use of our own body can give. Dancing does not offer the same spice of danger triumphantly overcome. So wrote Freud's disciple and biographer, the psychologist Dr Ernest Jones, himself a bronze medalist in figure skating.

Many others, perhaps inspired by the televised performances of Britain's world ice dance champions Christopher Dean and Jayne Torvill, would like to share that "ravishing experience", but are daunted by the problems involved.

The first, and least surmountable, is the dearth of ice rinks. Compared with other countries such as France and Germany, Britain is poorly off, with only 38 at present operating. Fourteen of these are in Scotland, where curling is the main activity and skating is often relegated to "end-ice". Roller skating is a possible alternative, for there are many more roller rinks, but it lacks the cool, crisp exhilaration of the ice sport. Even assuming that there is an ice rink within reasonable distance, people are often deterred from starting on grounds of age or disability. But these need not be a bar to participation. Mr H D Carey of Beckenham began at 67 and was

still skating regularly after he had turned 90.

At the other end of the scale, the former women's world champion, Jacqueline du Bief, of France, first went on the ice on her fourth birthday, and there have been skaters of 2½. The age to start is when you feel like it, whether 4 or 74. As for disability, there have been legless skaters - Harry Whitton, Bill Nixon, Eric Snowden - and even the blind can take part. Mr Don Crosthwaite, until recently the schools liaison officer at Streatham ice rink, says, "Ninety per cent of our children from the blind schools have made such progress that if you saw them on the ice, you would not be aware that they are blind."

Mr Crosthwaite is an ice dance gold medalist who has had many years' experience of working with schoolchildren. Since 1965 he has organized for the ILEA and other education authorities such as Croydon, Sutton, Merton, Surrey and Kent, tuition for schools under which some 2,500 children a week attend 20-minute classes at Streatham. The scheme includes several special schools for the handicapped and maladjusted. Mr Crosthwaite also set up the similar scheme at the Sobell Centre ice rink in Islington, and has been consulted about another at the Lea Valley rink due to open this autumn.

The idea of skating being recognized as a sport in the school curriculum is not new. It was pioneered in the 1940s by R B Calder, headmaster of Mundella Grammar School in Nottingham, and by the Scottish schoolmaster, W James Rae. Mr Rae was particularly keen that his pupils should take up this "grand recreation" because, as he wrote in *The Skater* magazine in February 1952: "Skating teaches poise, and not merely physical poise, but also social poise. For the adolescent, this is a lesson of prime importance. At the rink, boys and girls are brought together on equal terms, and mastery of skating convinces the adolescent that he or she is not awkward after all."

The value of skating as an educational activity is recognized in the curriculum has been acknowledged by a number of I.E.A.s. In addition to those already mentioned, Nottinghamshire, Hampshire, South Yorkshire, Avon, and some Scottish authorities have included it as an

optional activity for fourth and fifth years.

Skating, however, is still a very individual sport, and most of the youngsters who now represent Britain in international competitions and championships abroad have done so as a result of personal effort. The most usual route to skating success is to take private lessons at a local ice rink. Many rinks run children's classes, which is a good way to start for the extrovert personality; but the shy, more introverted child would do better with private tuition from one of the rink's instructional staff, at a cost of between £1.50 and £2.80 for a 15-minute lesson. Admission charges at British rinks are usually between 80p and £1.70 per session, and skates can be hired for 50 pence or so. Any beginners who become enthusiastic (and most of them do) will soon want their own boots and skates, and these will probably cost £20 or £25. For the elite who aspire to championship honours, these prices may rise to about £70 for boots and the same for skates. For the beginner, however, a second-hand pair may be worth trying - but it is always advisable to take expert advice. Buy from an ice-rink skate shop rather than a general sports outfitter, and ask a rink professional to advise, even if you do not take regular lessons.

To encourage the beginner, nine elementary tests of skill have been devised by the sport's governing body, the National Skating Association of Great Britain (NSA) of 117 Charterhouse Street, London EC1M 6AT.

The NSA also offers a more difficult series from preliminary to gold star in figure skating and ice dancing. For those who seek international honours, there are also coaching schemes with government support. The Sports Council - a government-funded "quango" - provides aid through the NSA. Skaters are selected on the advice of NSA judges at inter-rink competitions and British championships; their progress is monitored, and if not satisfactory they may be dropped from the scheme. If accepted, skaters are reimbursed up to 70 per cent of their training expenses.

The NSA ice dance coaching scheme has 12 couples at present, and the figure skating scheme aids 14 individual skaters and four pairs. In addition to this government scheme, the private enterprise Sports Aid Foundation (director, Alan Weeks) assists certain skaters. Figure skaters and ice dancers choose their own trainers.

Speed skating receives some help

from the NSA. Britain usually does well in indoor or "short-track" speed skating - the British team ranks second in the world, and Stuart Horspool (Nottingham) was fourth in the last world championships. With the 1984 world events being held at Solihull, interest in this sport is increasing. The unpaid national coach, David Bodington, has 18 skaters, men and women, in his charge.

Outdoor speed skating - an Olympic sport - also has its coaching scheme; up to four skaters a year are trained at Heerenveen in Holland by the national outdoor coach, Geoffrey Sandys.

Artificial ice rinks: Altrincham, Ice Rink, Devonshire Road; Belfast, King's Hall (temporarily closed); Billingham-on-Tees Forum, Town Centre; Birmingham, Silver Blades, Pershore Street; Birmingham 5; Blackpool, Ice-Drome, South Shore; Bournemouth, Westover Ice Rink, Westover Road; Bradford, Silver Blades, Little Horton Lane, Bradford 5; Brighton, Sussex Ice Club, Queen Square; Bristol, Silver Blades Ice Rink, Frogmore Street, Bristol 1; Derside, Chester Road East, Queensferry, Flintshire; Durham, Ice Rink, Durham City; Grimsby, Leisure Centre, Cromwell Road, South Humberside; Liverpool, Ice Rink, Prescott Road, Liverpool 7; London, Islington, Sobell Centre, Hornsey Road, N7; Queens Ice Skating Club, Queensway, W2; Streatham, Silver Blades Ice Rink, 386 High Road, SW6.

Nottingham, Ice Stadium, Lower Parliament Street; Peterborough, East of England Ice Rink; Richmond Ice Rink, Clevedon Road, East Twickenham; Sheffield, Silver Blades, Queen's Road, Sheffield 2; Solihull, Hobbs Moat Road, Warwick; Southampton, Top Rank Ice Rink, Archers Road; Sunderland, Crowtree Road; Sutton-in-Shelfield, Wembley, Empire Pool and Sports Arena (ice shows only); Wilkes Bay, Ice Rink, Hill Heads Road.

Scotland: Aberdeen, Donald Ice Rink, Spring Garden; Arbroath, Centre, High Street; Inverness, Inverness Hotel, Inverness; Ayr, Dundee, Dundee-Angus Ice Rink, Kingsway West; Edinburgh, Murrayfield, Rivoirside Crescent, Edinburgh 12; Glasgow, Ice Rink, Crossmyloot, Tiverton Road 81; Hamilton, Lannakhire Ice Rink; Larnach, Bught Park; Irvine, Ayr, Magnus Leisure Centre; Kelso, Border Ice Rink; Kirkcaldy, Ice Rink, Roslyn Street; Lockerbie, Glasgow Road; Perth, Central Scotland Ice Rink, Dunkeld Road.

those with good nursery slopes for beginners, a ski school that is planned to take children and adults skis facilities like swimming and skating.

By comparison the facilities and prices in fashionable resorts with good runs for advanced skiers are definitely geared to the jet-setting young unmarried.

Children (usually defined as under 12) sharing a room with adults can qualify for a discount of up to 50 per cent in some places, although 25 per cent is more common. But companies have only a limited allocation for children. Even when discounts are not mentioned in the brochure, it is worth asking whether any are available.

Children under two usually travel free, with parents settling the hotel bill direct. However few hotels offer baby-sitting facilities during the day, while four is the minimum age for joining a ski school.

On offer to families by Thomson is the inclusive deal they provide for school parties. The choice of resorts is limited and the accommodation and food fairly basic but perfectly adequate. So the scheme is skiing at a real bargain price on certain departure dates.

In the end we concluded that the best buy for us was a Swans holiday to Mayrhofen in Austria - 50 per cent discounts, air travel to Munich and - tipping the scales - the use of a heated swimming pool. This, hopefully, should provide an appropriate distraction for the children, instead of creamy cakes in the local confectionery.

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reached by daytime flights on our own airline, Britannia Airways, from either Luton, Gatwick or Manchester.

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As well as supervising the fitting of ski equipment and the provision of lift passes, he or she will never be more than a yodel away throughout your stay.

(For those who can muster the energy after a day on the piste, they'll also have a full programme of après ski entertainment arranged.)

Compare our prices with anyone else's, and you'll see that they're extremely competitive, and naturally they include full insurance cover, twelve hours tuition and all skiing equipment

for each member of the party.

What's more, they also carry the comprehensive Thomson "no surcharges" guarantee.

One thing even Thomson can't guarantee, of course, is the weather.

However, every centre in the brochure has been carefully selected for its outstanding snow record.

And in the unlikely event of its absence at your resort, the Thomson "no snow" guarantee means we'll take you, whenever possible, to a nearby centre where it's more plentiful.

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As you can see we've done our homework pretty thoroughly.

So make sure you do yours. If your school has not yet received our 1983/4 brochure, obtain one now, either by ringing **Freephone 2537**, or else writing to **Skiing for Schools, Thomson FREEPOST, London NW1 7YG.**

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Family choice

By Gillian Thomas

We were very pleased that after two highly successful skiing trips with his school, our 14-year-old son suggested a winter sports holiday as a family. Our daughters, 9 and 11, kept at the possibility.

Unfortunately there is a big drawback for families with school-age children: the cost. Travel and accommodation through a package deal, not too "expensive", but when ski hire, boot hire, tuition, lifts and insurance have to be multiplied by five, the price rockets.

Sorting out the best bargain and most appropriate resort from the amazingly large selection of winter sports brochures has been a mammoth process of elimination.

We cut down the options immediately as far as travel was concerned by ruling out driving - our car is small and old - or going by coach. After a long, exhausting journey we reckoned the first days of the holiday would inevitably suffer and even adults need to be fresh to enjoy learning to ski. Also, tiredness easily leads to mishaps.

The next decision was whether to stay in a hotel. Surprisingly we discovered that half-board is not necessarily more expensive than self-catering, even for five.

specialize in self-catering, with supermarkets on hand for easy shopping. But savings on food and accommodation there are offset by higher prices for ski hire, tuition, lifts and air travel.

Since the longer-established resorts in Austria and Italy are not primarily geared to self-caterers, shopping there has to be done in "corner" shops. Inevitably they tend to be more expensive and offer less choice than a supermarket.

Having opted for half-board at a hotel, I personally am delighted that I shall not have to worry about the shopping and cooking after a day on the slopes. In addition the children relish the prospect of hotel food!

Paying for two meals a day in advance has also enabled us to estimate more exactly what the total cost of the holiday will be.

At this stage, however, a potentially expensive aspect of staying in a hotel with children, is the ease of access to delights like coke, squash and "space-invaders". So, clearly we shall have to instigate some sort of allowance system for this.

Child discounts on ski packages vary enormously, so require careful comparison of the small print. Some companies, like Swans, make a point of catering for families and provide in suitable resorts, such as

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WINTER SPORTS

The world of Zakopane

By Bradley Winterton

When I heard recently that tourists were not only free to travel again to Poland but had been so for some time, my first reaction was that their welcome would be not so much cordial as overwhelming. Of course, someone sitting down to plan his first skiing holiday is, I suppose, unlikely to choose to go to Poland. Nevertheless there must be a fair number who, tired of the better-known locations and the classic Alpine centres, would be interested to try somewhere where skiing and high-level trekking can be combined with the experience of one of the less visited yet most intensely interesting countries of Europe.

Although there are other mountain areas where Poles ski, by far the finest is the Tatra and the centre for these is Zakopane. An isolated village a century ago, making sheep's cheese (*oscypek*) only for home consumption, it is now a sophisticated and fashionable centre, at least by Eastern European standards.

My arrival and initiation into the world of Zakopane were, however, far from elegant. My bus from Cracow arrived mid-evening - it is possible to make the journey by train but the route is extremely circuitous and on Polish trains you are always very lucky to get a seat; the buses take just over two hours and are frequent.

The Tatra Tourist Office which arranges accommodation is actually next door to the bus station, but it was closed.

I was soon approached, however, by an old lady offering me, in gestures, a room for the night. In Poland formalities rarely obscure the true situation, and no sooner had I accepted her simple guest room than I was told I must bolt the door and

not show my face till morning. I protested, with the daughter as interpreter, that I'd like to see the town. Absolutely not! came the unambiguous reply - too many thieves on the streets.

Poles I subsequently met assured me this was absurd and I never solved the mystery of my night locked up in a wooden room with access only to a chamber-pot. I still speculate whether a drunken husband, fear of the tax inspector, or the daughter provided the most likely explanation. The mysteries of Włodzisław Gombrowicz's impenetrable little novel *Cosmos*, also set in Zakopane, were not greater.

Although the elegancies of *apart-ski* will hardly be found, the restaurant at the end station of the cable-car up Kasprowy Wierch (1,985m) resembles more an army canteen for other-ranks than anything likely to be found in Switzerland or Austria - the Zakopane hotel *Orbis-Kasprowy* exhibits a four-star luxury of international standard that very few Poles can aspire to.

I felt in need of some sort of reassurance after my rough night so I dined there. I found it an unnerving experience, a by-product of the currency system, to see Poles watching very unpretentious foreigners like me clump round their luxury hotel - itself a gesture, as if asking for recognition, to Western Europe - and I sipped my exquisite sorrel soup with mixed feelings.

Between the extremes, Zakopane offers almost all intermediate stages of comfort and price. But it is very crowded at the Christmas and Easter holidays - advance booking is strongly recommended - simply because the winter sports in the Tatra are so especially fine.

The mountains lie half in Poland, half in Czechoslovakia. From the centre of Zakopane it is possible simply to walk to the summit of Mt. Giewont (1,985m) and enjoy an extraordinary panorama of the whole range in both countries. Eight hours, however, should be allowed for the whole trip there and back. And the attractions of skiing, which is available on all sides with details readily available in the hotels, should not deprive you of a visit to the high-level lakes Morskie Oko and Czarny Staw which lie below the highest peak in the Polish Tatra, Rysy (2,494m). It is an hour's trip by bus from Zakopane, then a short walk.

Alternatively, the ascent by cable-car of Kasprowy Wierch from the small village of Kuźnice (20 minutes by bus from Zakopane) is, despite the cafeteria, excellent value, though it's often necessary to hook a place in the cable-car a day or two in advance. The high-level ridge walks available from the summit station are magnificent, given clear weather, and it is possible to return to Kuźnice on foot, though in winter this should be done only as one of a group.

Poles also ski in the Karkonosze mountains in the south-west, but these are unlikely to attract the foreigner with limited time to spend. However, if he is drawn to the city of Wrocław, home of the theatre guru Grotowski and for me the nicest Polish city, the Karkonosze might be thought worth a day or two's visit. The centre is Karpacz, reached by bus from outside Jelenia Góra railway station. From there you can be hoisted by chair-lift breezily to within an hour's walk of the highest peak, Śnieżka (1,602m). Actually scrambling up to the

The Tatra Mountains near Zakopane

rather grotesquely vast scientific observatory on the summit can, however, be a problem as the Polish-Czech frontier runs along the ridge and the Czech guards, everywhere in evidence, were, the day I was there, allowing only Poles through a check-point it was impossible to by-pass. Poles, apparently, enjoy the benefits of a reciprocal arrangement that are denied other nationals without prior certification - a Czech visa. You may, as the guide-books tell you, be able to stand with one foot in Poland and another in Czechoslovakia, but you put both feet into Czechoslovakia at your peril.

In Wrocław it's not so much the historic buildings that attract as the general spirit of the place. Nevertheless, the Opera House, St Durothy's Church and the Muniopol Hotel and (separate) coffee-house, all on the street in Świdzka, should be visited. Jarzyna, a

the exquisite rowan-flavoured vodka, should now be available again and will quickly form the basis for an acquaintance with a Pole anywhere.

The cheapness of Poland depends on where you get your money. It is mandatory to acquire some Polish currency when applying for your visa (£7's worth per person per day) - an arrangement designed to ensure visitors buy at least some money at the official exchange rate. The unofficial rate - and a year ago you did not have to look far to find it - was 10 times that. I can't believe that much has changed.

Visa applications and further information from: Polish Consulate, 19 Weymouth St, WIN 4AG, London, (tel 01-580 43243730); or, in Scotland, 2627 Buckingham Terrace, Glasgow W2 (tel 041-334 4204).

Paul Bonnefoy, Benoit Tinguely and Pierre Vandel won both team and relay prizes in 1982.

In children's classes games are used for teaching and learning is fun. A group lesson lasting three hours costs £3 and you will need perhaps a couple. Add to this one of the school's guided ski rambles and you will be ready to set off in your own party. Inviting trails lead off, in high snow season, from the entrance to Les Cimes. In spring the snowline is edged with primroses, violets and later carpeted with cowslips.

Les Rousses and nearby villages, Bois-d'Amont, Premonin, Lamoura, offer little *après-ski* glitter though there are a dozen restaurants, a night club of sorts and a score of hotels. Chez Didier is a good eating-out recommendation down by the lake, on which there is floodlit skating at night. Hotel France is well spoken of by *Holiday Week? Guide to France*. Most families will wish to experience eating out on such dishes as fondue or raclette.

Inn-Ski provides toboggans, by the way, for neighbouring slopes, and you will be soon at ease in the winter world, shopping on skis possibly, and enjoying the snow rather than fighting it as we do at home. One family's outstanding memory of Les Rousses is of their children's rival snowmen several times daily resculpted and enlarged.

Day excursions into Geneva's cosmopolitan streets and elegant stores are perfectly feasible. Locally, as you would expect from a timber region, Raoul Siraud's shop (Inn-Ski provides full detailed directions) which supplies daily necessities. He takes you over to Les Cimes, opens up, shows you round and hands over your keys. He is also the local plumber.

On your first day after stocking up with provisions and hiring kit (about £14 a week for boots, skis and sticks) you will probably need a lesson. Instruction and hire are easily arranged through Ecole du Ski Français in the village nearby. You are in good hands here, for their skilled, cross-country instructors

polishing garnets, turquoise and amethyst into jewelry. At Le Lac d'Alpe, 9 Rue de l'Eglise, a craft shop continues such skills and displays the desirable finished articles.

St Claude is also France's diamond-cutting centre, which helps explain the region's watchmaking industry. Another delightful trip into Switzerland is by train through snowfields and forests using the little, overhead electric railway on the La Cure-St Cergue-Nyon route.

In Les Rousses, should you fancy some Alpine skiing, there are excellent facilities with pistes to suit all abilities, three ski jumps and more than 35 lifts. Competitive events on skis, tests and badge awarding ceremonies go on everywhere but most appealing will likely prove to be the dog-sled races. It is hardly the call of the wild but it is definitely fun. I am indebted to Nesta Roberts' book, *The Face of France*, for a very special fact about the church of Les Rousses. It is material I can never compete with and I pass it on unashamedly. The church is "at night, an ornamental waterwheel; the rain that trickles down the northern slope of its roof flows into the North Sea, that down the southern slope into the Mediterranean".

I particularly commend the ski school's illustrated booklet on cross-country skiing, techniques. They recommend full breakfasts (Ies not white coffee as this is difficult to digest), a hot lunch dish in a warm place, non-fizzy mineral water, food or wine, and salt *bonjour* late at night. Clothes should not fit tightly and you need change of warm underwear. This is sensible advice.

Inn-Ski prices include transport using your own car with overnight cabins Southampton-Le Havre or en route hotels via Dover-Calais, seven nights at Les Cimes and valuable insurance. Prices are from £61 each when eight travel together (two cars or minibuses) £89 for each of four rising in peak season to £75 and £116 respectively with extra weeks from just £30. Les Cimes features on Inn-Tent holidays and you can sample Les Rousses in summer when you will have to imagine the snow world of winter.

EXTRA
PRIMARY BOOKS

From the award-winning 'Window into a Nest'

Matters of fact

Vicki Lee takes a critical look at information books

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir."

This familiar opening to *Hard Times*, often quoted, conjures up a world of schooling which seems miles away from our primary children. When Dickens wrote it he had his tongue firmly in his cheek, but the practitioners of such instruction were in deadly earnest about their approach as they exhorted children to remember many unrelated goblets of information which they, as adults, regarded as useful. Although successive enlightened education reports have changed many attitudes to schooling many of us still have that lurking feeling that school is a place where we are taught facts.

Perhaps quiz books, television quizzes and adult concern with repeatable facts and attainment scores as a measure of a child's achievement, keep this feeling kindled. Sometimes it can be very difficult for all of us involved in primary schools to see it as a place for active learning where memorization of facts is only part of the story. Children need to know how to use the resources of today and perhaps the safety of past methods and success is not always relevant.

A primary child makes enormous gains in his emotional and intellectual development during his first stage of schooling, and as the Bullock Report has stressed, language is one of his main resources in receiving and responding to all the experiences that confront him. Many children are familiar with most types of language by the time they arrive at school; they can converse, ask questions, tell and listen to stories, give and receive orders and they can recognize print. Even if they cannot read for themselves they can respond when read to. This familiar opening to *Hard Times*, often quoted, conjures up a world of schooling which seems miles away from our primary children. When Dickens wrote it he had his tongue firmly in his cheek, but the practitioners of such instruction were in deadly earnest about their approach as they exhorted children to remember many unrelated goblets of information which they, as adults, regarded as useful. Although successive enlightened education reports have changed many attitudes to schooling many of us still have that lurking feeling that school is a place where we are taught facts.

inspiration to children making their own books. But when we look at the broad spectrum of non-fiction publishing few names leap out as being consistently worthy. Who awaits the new Vanessa Luff with the same excitement as they await the new John Burningham? Vanessa who?

Part of the problem with information books is that for a long time they have been viewed as a glorified fact sandwich, with a thoroughly unattractive school textbook image. The prime concern seeming to be to put as much information between the covers at the most marketable price. That is justifiably acceptable for an adult reference book. But children today are surrounded by extremely well-packaged, well-presented goods in other areas of their lives and if information books are going to be valued they must meet the same high standards of attractiveness in content and visually.

I have tried to evaluate some of the non-fiction I have come across in terms of the qualities of good fiction and these are some of the conclusions I have drawn. Primarily it seems to me that much non-fiction suffers from the complaint of being written by committee for no one in particular. Margaret Meek in her book *Learning to Read* (Bodley Head) suggests that as a fault of much reading scheme material and I feel it is equally true of many non-fiction series. It appears that the earnest committees sit round to discuss educational value, readability

The Bullock Report recommended that we look objectively at the quality of language across the curriculum and its findings initiated a great surge of interest from publishers as well as teachers. Overall the quality of fiction rose during the middle and late seventies and the high standard of presentation and illustration has been a source of

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EXTRA

Matters of fact *continued*

ity, editorial and costing difficulties resulting in a book full of compromise with all its life driven out, which satisfies criteria but not necessarily the child for whom it was intended.

The real pleasure of fiction is the communication of minds that occurs between author and reader and so often this is missing from non-fiction. Surely the single voice of a committed enthusiast will speak far more fully to a young enthusiast in any field of inquiry? This then encourages the child to look at the material of other experts and enthusiasts and compare his findings. So often information in encyclopaedic format books is set down in a Gradgrindian way so as to remove all suggestion that it needs verification elsewhere. Sometimes publishers do have the belief in a slightly eccentric personal view of a subject to go ahead and publish. Yet we as teachers can be our own worst enemies in defensive nitpicking over minor details when we are presented with such innovations. Shouldn't we welcome the new approach offered and point out to children items in the text to question?

The material being selected for publication also seems to be blighted by trusting to tried and safe arenas. Books abound on subjects such as dinosaurs, volcanoes, comfortable histories of the Tudors and Stuarts, Vikings and Romans that bear little relation to a child's experience. And yet educational programmes reinforce these subjects and create a demand. It doesn't seem so far away from the Gradgrind model of an adult teaching what he knows whether it is appropriate to the child or not.

This brings me to my next criterion, how much does the book mean to the child? Again the quantitative aspect seems to intrude. Value for money is presented in terms of the number of facts per page which the adult can convey. But how

many editors have refreshed themselves with a book such as *Reading by Frank Smith* (Cambridge University Press), to reacquaint themselves with the problems their young readers face? In producing an information book for children just gaining confidence with print, they often seem to forget that the conventions of story telling are absent, which often assist a child in extracting the meaning from his reading. The child has a double task, he is not just learning to read, but reading to learn as well and the complexity of language and flood of mixed concepts or new ideas that may confront him are daunting.

I have recently seen a title which seems to me to display this confusion. In *One Hungry Spider* by Jeanette Baker (Deutsch) there is one basic idea of counting overlaid with quite sophisticated presumptions on the part of the child about the life cycle and habits of a spider in its web. The artwork in collage pictures does not seem particularly suited to the subject matter either, whereas it was lovely for Elaine Moss's story *Polar*. Individually some interesting ideas, but put together it is difficult to know the intended audience for this book. Continuing on the theme of meaningfulness, many young boys who are not attracted to stories because of reading problems or genuine lack of interest, are drawn to non-fiction through personal motivation. They are so often frustrated because they only just manage to make sense of the captions to the illustrations.

Complexity of language and presupposition of concepts is one consideration, readability is another. Does the prose of the non-fiction book bear reading aloud? Can it be shared like a picture book where text and picture can be discussed at greater depth with the teacher? Only a couple of titles spring im-

mediately to mind in the first category, namely *Window into an Egg* by Geraldine Lux Flanagan (Kestrel - sadly, now out of print) and *City of Gold* by Peter Dickinson (Gollancz). Both books have an identifiable personal voice. The former conveys the same quality of delight a child expressed when totally absorbed. The facts are naturally incorporated into an easy conversational style that is pleasantly readable. My only criticism would be that on a number of double spreads the volume of text could dissuade a child, but with the support of the teacher the book would make a rewarding read.

A later book *Window into a Nest* by the same author and Sean Morris, won The TES Information Book Award and I imagine the singularly readable style must have been a considerable factor in its success. The engaging storytelling style and meticulous settings plus the rich illustrations by Michael Foreman make *City of Gold* a delight. Stories read from it inspired a former class of mine to embark on a fascinating study of comparative religion. It was very fortunate that I had friends who were willing to talk to us and share their varying creeds and customs, since there were few information books to back up that line of inquiry!

My last consideration is presentation and layout. Many picture books and anthologies are so thoughtfully produced that it is hard to understand why this does not happen with information books. In too many cases there is no clear contents list or accurately cross referenced index and the visual impact of each double page spread is often weak and uninviting. Two books which I find both attractive, informative and which encourage further investigation are by Vanessa Luff (who I mentioned earlier). Her books *The Cornfield* and *Animals in winter* (A & C

Black) work extremely well on two levels. They use a picture book style with accurate, visually pleasing double-page spreads which have a simple pertinent text. At the back of the book a picture index consisting of a reduced line drawing of each spread, with flora and fauna numbered and named, gives the older child a resource to look up more information. The improving quality of identification books in appropriate areas and at differing levels of sophistication make this a valuable learning exercise. However the same quality of development is not true across the rest of the curriculum.

It does seem that there is poor communication between teachers, colleges and publishers so that a genuine lack of understanding about current primary practice may be at the root of inappropriate book provision. Child-centred learning advocated in the Plowden Report and subsequent HMI documents has been open to misunderstanding by people inside and outside the profession. Few books take one starting point and thoroughly develop it in depth in the way children are encouraged to investigate. Books such as *The Bird Clock* and *Green Clock* by Christa Spangenberg (Blackie) and *The Tree Calendar* by Iringurd Lucht (A & C Black) have a sense of development through time, and encourage a child to look for changes in his environment. But such books are rare. With such a book a child can compare or verify his own experience with his book experience and make his own record accordingly.

There have been disastrous attempts to jump on the "topic" bandwagon to produce a volume with a page set aside for craft, story, factual, mythical and artistic approaches to a theme. Perhaps it is a good thing that Folicia Law's *Dandelion* series which utilized this format is now safely out of print! We need books which begin from a

child's standpoint and branch outwards, leading him in methods of investigation. I look forward to seeing a new book announced by Kestrel which, from its blurb, takes an oak tree and investigates the varied life forms it supports - *Oak and Company* by Richard Mabey (March '83). This is the kind of investigation which children can very usefully undertake, how good that they may now have an appropriate book to help them.

Books in the area of natural history have led the way in new approaches. But the market is still wide open elsewhere. The field of comparative religious studies and customs needs particular attention. We do live in a multi-cultural society and the one token black face that occasionally appears in books is not enough. More is needed from a personal viewpoint about those involved in public services, plus accounts from those who recall the recent history of the last 50 years. Earth sciences yield a minimal number of worthwhile titles as does mathematics. Appropriately gauged material for use with infants, especially books beginning with themselves, their bodies, family, etc. is still needed in a variety of approaches.

With micros looming in every primary school, publishers could be finding an even greater chunk of their market disappearing as children put their own findings into databanks in their computer. That information would have many advantages: it would be at the child's own reading level; it could be easily updated and restructured; and it would be immediately accessible. But a machine has two distinct disadvantages. You can't carry a micro round (yet!) and there is nothing quite like getting lost in a good book.

Vicki Lee

Three-point turns

Help Your Child to Read: Double Ducks; Rubber Rabbit; Silly Sheep; Poorty Pig; Fast Frog. By Allen Ahlberg and Eric Hill. Granada 85p each.

Head Start Story Books: Winston's New Caps; Winklet Goes to School; A Day in London; A Day in New York. By Eileen Ryder and Lesley Ann Ivory. Burke Books £1.60 and 95p each.

Playing With Words: On Holiday; The Party; At School; At Home. By Neil and Ting Morris. Evans £2.00 each.

The word seems to be getting around that it is a Good Thing for parents to be involved in teaching their children to read: here are three new sets of early readers, with parents, rather than teachers, clearly designated as the target audience. Perhaps one day soon the word will get around that early readers, whatever the audience, have to be good of their kind: these range themselves neatly on a three-point scale of effectiveness: the acceptable, the forgettable, and the pitiful.

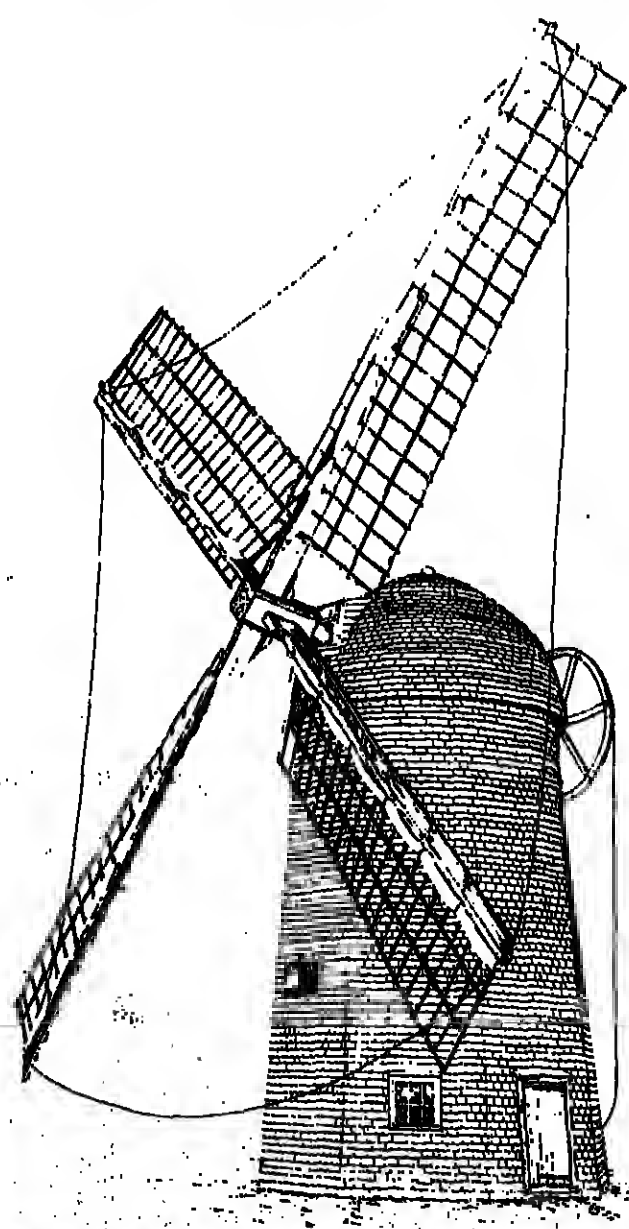
Help Your Child to Read is a cheap paperback series by Alan Ahlberg and Eric Hill, with several excellent ideas embedded in regrettably garish and flimsy little stapled booklets. The two best ideas come on the first two pages, addressed exclusively to parents. First, the authors desert the half-way house of their title ("*Help your child...*") and come out hot and strong for parent-power. Starting children reading "is not difficult, nor is it necessary to be a trained teacher. In many ways home is a better place to start than school". (How many infant schools would dare to include

that in their brochure for parents?) Then, in every book, there is a different page of practical suggestions for parents: and they are all first-class. For example, *Double Ducks* goes into home-made books; and *Silly Sheep* deals with writing and reading (get a blackboard, be a secretary for your child). After all this, the texts themselves are a let-down: knockabout humour from little furry animals wearing clothes; rhymes, stories (well, just) and games; but plenty of detail in the pictures that makes for good conversation. Definitely A for effort.

Next the set of *Head-Start Pre-Readers* from Burke Books, a disappointment after their excellent *It's Fun to Read* series. There is a homily for parents on the back cover, urging them to ask appropriate questions, and to enrich their child's vocabulary; a good plan, but with these texts, it will be an uphill struggle. All the stories (using the word in its loosest possible sense) are boring, and the illustrations not much better. Must try harder.

Last, and very much least, *Playing With Words* by Neil and Ting Morris: here the instructions for parents set out aims and objectives in an unexceptional way, insisting that the children must enjoy the books and the activities they suggest. But this can only be a pious hope; once again, the stories are not what I call stories, and the activities are not what I call activities. There is evidence of some awareness of current trends in education - lots of black faces, a boy dressed as a nurse - but if these books are what reading is all about, it hardly seems worth the effort for parent or child. Back to the writing desk please.

Mary Jane Drummond



"Windmills", the latest in the Project Series from Pepper Press (Anne and Scott McGregor £4.50), explores the history and future of windpower. Step-by-step instructions for two windmill models are also included.

Micro minded

An Introduction to Microcomputers in Teaching. By Andrew Nash and Derek Ball. Hutchinson £6.50.

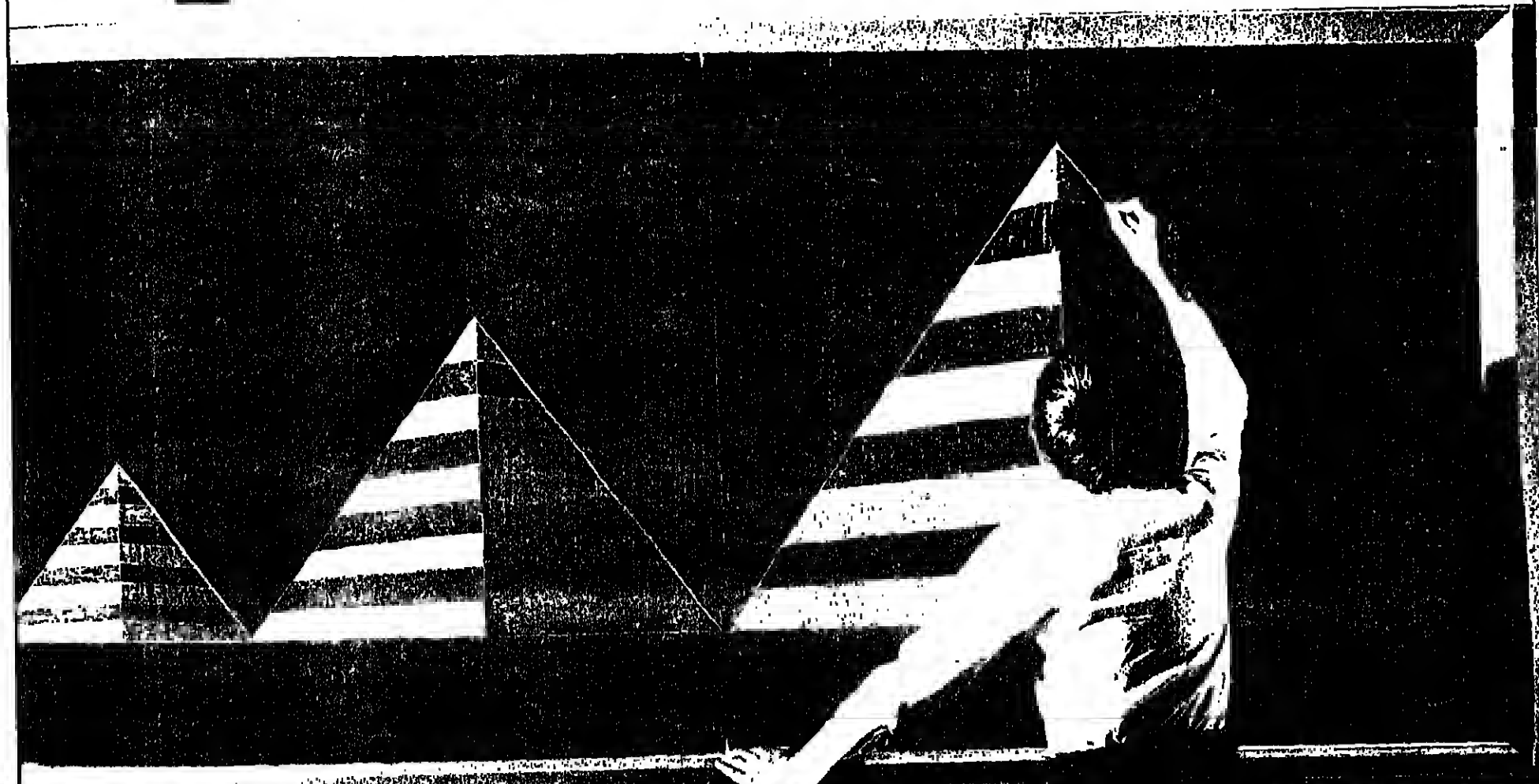
Beginners who are keen to learn how to program will find in this book a wealth of useful information, though because of its peculiar layout they may have to browse. Readers whose interests lie more in the educational potential of a micro may find it less satisfactory. Merely the esoteric jargon so often included merely to impress is avoided, but on the other hand the text is often verbose, frequently woolly, and at times smacks of talking down to the reader.

There are listings of various programs which serve to illustrate techniques, though written for the 3-802 micro, they are sufficiently well documented to permit users to make alterations for their own micro. It is also possible to purchase the programs on a disc.

On the whole, this book may best be of value to those already familiar with BASIC and who wish to program, for it will help them avoid the more common pitfalls. It is less likely, however, to appeal to teachers and students seeking to become acquainted with the educational potential of micros in the classroom. Some useful information is there, but sadly, the book's lack of structure will cause many who might have profited from reading it to give up at an early stage. This is a pity, for despite the attention currently being given to microelectronics and computing in schools, there is still a dearth of literature on the applications of micros to education, aimed at the uncommitted who would like to discover their educational potential. Though the title of the book is timely, sadly, it does not live up to its promise.

Robert Leggat

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Nelson

EXTRA

Creature comforts

Francesca Greenoak's natural history selection

My baby son has a book ambitiously entitled *All About Animals*, which disposes of the entire subject in a mere eight pages. If however, he finds he does not know quite all about animals by the time he is two, there is no lack of books to inform him further. Natural history is now more than ever the staple of children's book publishing. Thirty-five examples published over only a few months recently arrived on our doorstep.

With such a large batch, current trends within the spectrum of natural history show up clearly. Books are appearing now which publishers would have dismissed as "non-serious" even a few years ago. Nearly a third of the books reviewed here, for instance, are about invertebrates (or *seq* Usborne, creepy crawlies). Habitat studies are out this year, and so thankfully, are those nebulous "concept" books with titles like "Animals with Horns" or "Yellow flowers". Almost without exception these books look at individual plant or animal subjects or at particular groupings.

Dinosaur Publications has respectably extended its non-fiction *Alphabet's Nature Series* with four excellent new titles for very young children (each 70p paperback; £2.25 hardback). Two things strike me about this series: how much information is carried in the brief simple text, and how beautiful and beautifully matched the illustrations are. Leaves from the Trees is the least visually exciting - but then very few achieve a good tree book. Caterpillars to Moths and Migrating Birds are a delight, and Ducks and Drakes is a useful book on a group small children are likely to be familiar

with on ornamental ponds.

The four Ginn *Watching Books* are adapted from the Dutch but the content is well suited to a British readership. The illustrations are exquisite and the short text is sensitive both to the needs of a young child and to the subject (though in *Dolphin* I wish they had noted that dolphins are generally die early). *Cat*, about wicked Bells, the Siamese who sought a ginger tom, is a departure from the usual run of cat books, and I value it for its sense of fun, unusual in this rather earnest genre. (Other titles are *Kestrel* and *Butterfly* - set of four paperbacks £3.30.)

I have come to expect lively and inventive books from Sebastian Walker's small group and The Fox and The Spider published in conjunction with Methuen (hardback each £3.95) will continue to be read by children long after other fine books have been put aside. The quality of Margaret Lane's prose alone makes them out of the ordinary. Illustrated with pictures of compelling immediacy and drama, the text describes its subjects with equal close intensity and Margaret Lane shows skill worthy of Beatrix Potter (whose biographer she is) and a decidedly non-standard approach. "The farmer has always been the fox's enemy". Why not? Yet in any other book it would have been the other way about. Ms Lane uses scientific names with gossipy familiarity. "A relative of Aranea's called *Agelena*" she notes "weaves a funnel-shaped web that looks like a delicate but grubby handkerchief". I am less happy about spiders being "wonderful mothers" but astounded by the implications of her observa-

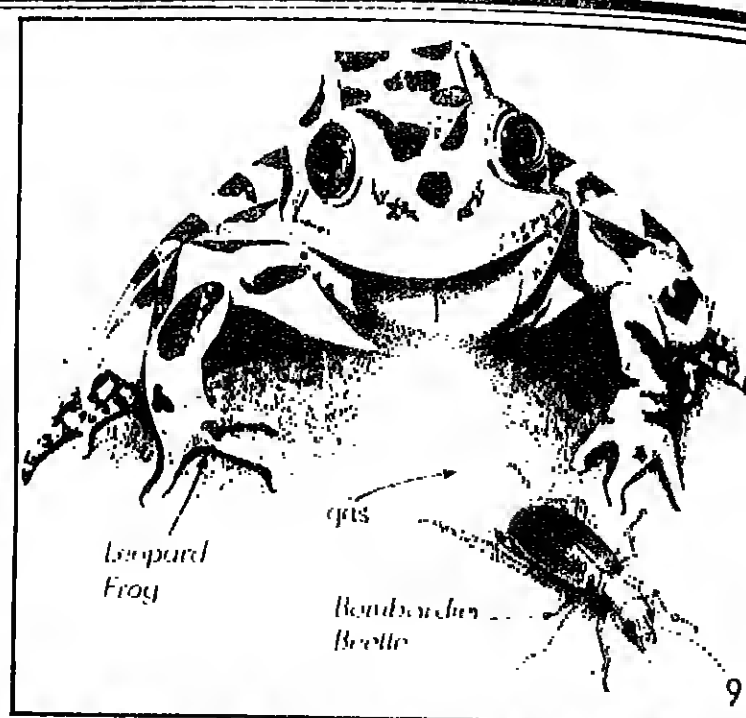
tion on the post-sexual behaviour of the female spider who may kill and suck the juices from her mate. "This sounds unkind but spiders' lives - like ours - depend on food, and once he has done his job he is no more use to her." Remarkable books.

Gunilla Ingves is the author of six charming books (*The Snail*; *Grasshopper*; *Dandelion*; *Ladybird*; *Mushroom*; *Fly*), originally from Sweden and now published by A & C Black as *First Nature Books* (good value, hardbacks at £1.95 each). Thoughtful, well-designed with stylish and affectionate illustrations and a quietly humorous use of suspense dots. A baby snail hatches, struggles "up through the earth and... (turn) a delicious picture, or also is the image of grasshoppers jumping to shelter from the rain under a mushroom. The text seems hardly to have suffered in translation though I wonder why the fly lands on a "red flower" when it is obviously a poppy and I wish the mushroom/toadstool section had been rewritten to be clearer and safer. But these are minor criticisms of enjoyable and worthwhile books.

Usborne *First Nature* brings us generalized titles: *Flashes*, *Wild Animals* and *Creepy Crawlies* (paperback £1.00 hardback £2.50). These are busy, competent, introductory books. While the tight structure provides a clear rational pathway: classification; life functions; specialized habitat etc, the examples used to illustrate the theory are racy, adventurous and colourful. *Creepy Crawlies* is slightly jumbled but still manages quite creditably with the enormous amount of ground it has to cover in its 24 pages.

Usborne's *The Young Naturalist* (£1.85 paperback) for older children, usefully gives the flavour of the various disciplines in which naturalists become involved from individual observation to electronics. Follow-up activities range from traditional to plaster-cast tracks to sophisticated sound recording and photography. There is also an interesting list of careers which young naturalists might consider.

Poultry and Pigs published by Wayland (hardback £3.50) are the latest books of this selection. Modern farming is not for the squeamish: no wonder the farm books and model farm sets which our children play with all depict the farms of the past, and those rose-tinted. The pleasant images of the past obscure today's realities. One farmer who lives near me overwinters his battery-farmed eggs with a picture of a dear little brown hen sitting by a wicker basket of eggs; another has acres of land on which



From 'Creepy Crawlies'. Usborne First Nature series (£2.50 and £1.00).

he grows fodder for pigs who never go outside their pig houses. There need to be books which are honest about modern farming. Ralph Whitlock takes us sensitively and unemotionally through the lives of these two kinds of food-animal (though without a mention of the Common Agricultural Policy). He adopts a middle line on the care of the animals: the farms illustrated show both pigs and hens out in the open for at least part of the time, as indeed they still are on some farms.

The American company Addison-Wesley brings us their (augmented) version of four Danish originals: *Social Insects* (£3.95) *Ants*; *Bees*; *Wasps* (hardback each £3.50). It sounds like a hotch-potch but these books are solid value. There is nothing tricky or innovative in design or textual style but they are pleasing enough. Pia Korsholm's careful, thorough text is accompanied by colour (yes colour not color) photographs of exceptionally high standard. These books will reach their mark with the secondary school child who already has an interest in natural history.

More American issue with Lerner *Natural Science* books, this time versions of Japanese originals, and here there are no concessions to English readers: "When a cat (elephant) is born, the whole world gets in on the act". "Two blinders (on the carnivorous blackberry) have gotten hold of the same insect larva". But does this matter when the books as a whole are so good? The photographs are of exceptional quality and the text, regardless of its idiom, interesting and intelligible once you have gotten into it. It is something of a publishing triumph to have kept such a high standard over as many as ten books. I wish, however, that Lerner had paid more heed to the original titles: *Monkeys* was originally "Japanese Monkeys" (it is in fact, based on that re-

nowned study of Japanese macaques) and *Penguins* was "The Land of the Penguins" and as such, deals only with the Antarctic species. (Other titles are *Carnivorous Plants*; *Elephants*; *Grasshoppers*; *How Seeds Travel*; *Inside an Egg*; *Snails*; *Slugs*; *Sunflowers* - hardback each £1.50).

Once again, unmistakably American-produced, *The Sea World Book* of Penguins by Frank S Todd (Harcourt Brace Jovanovich, hardback £5.25) seems otherwise nothing out of the ordinary. But it makes all the difference that it was written by someone who has himself studied penguins of all kinds (in this book, all 17 species are described). The author is a field naturalist, a scientist and a lover of penguins. The information given here has a special quality, I believe, because it is based on personal experience and insight. There will be some who do not agree with his concluding comments, particularly about zoo collections, but one cannot fail to warm to a man who writes so vividly about the birds he has made his study in conditions which most of us, committed as we may be to natural history, would find from.

I have been reviewing books on and off for this paper for nine years and I have limited heavy criticisms at some of the bland international editions, slipshod writing, poor illustration and careless captioning. I can hardly believe that I have just studied such a large number of books from no less than nine publishers and that every series shows that thought, care and attention have gone into its production at every stage. Varied as they are in style, approach and content, they offer children from the age of about three up into late adolescence a choice of ways to learn "all about animals" (and plants). The naturalists of the future ought to be good.

Down to earth

The Earth Books 1 and 2. By Tim Cattell. Edward Arnold £1.25 each. 0 7131 0690 5 and 0691 3. Geography Now: 1 Empty Lands 0 7202 1350 9. 2 The Crowded Lands 1351 7. James Nisbet £1.85 each. Spirit Master £3.95. 1354 1. First Atlas 80. By Malcolm Renwick and William B. Pick. Nelson £1.25. 0 17 425317 2.

This Earth Books 1 and 2 endeavour to explain the processes which shaped the earth. A combination of comic strips, factual statements and theories explaining mountain building, the development of volcanoes and mid ocean ridges, all in 21 pages. Other sections explain coastal erosion and deposition, the erosion cycle of river valleys, the water cycle, climates, the seasons and the weather.

As these books are intended for 9 to 12-year-olds one wonders how

able these children would need to be. The characters of the comic strips are a small child and a man who acts as a guide. He appears to believe that if an idea can be expressed in words it can be understood by children. For example, fossils are introduced without explanation. When the child asks a question she is either treated to a reiteration of an explanation already given, or her question is unanswered. Rote learning reigns supreme in these books. I rather feel that children who are interested in these ideas will find both the man and the child irritating.

In *Geography Now*, glimpses of the world are divided into Empty Lands and the Crowded Lands. Each region dealt with is used to highlight a particular feature such as the Indian monsoon, the Great Wall of China, glaciers, icebergs and soil erosion. Each section consists of eight pages of written information, maps, diagrams, photographs and a page of questions requiring factual

answers derived from the text. Some of the coloured photographs are too dully reproduced to be attractive. Eight pages for India including the monsoon seems little more than an entry in an encyclopaedia. No attempt is made to relate the life in these regions to the experiences of the child in this country and so, by contrast help children to recognize the variety of environments in the world. Accompanying the books are a series of spirit masters giving follow-up work.

The 32 pages of *First Atlas 80* introduce children to the world of plans and maps, and these are clearly coloured and uncluttered. Some show motorways, railways, land use, air and sea routes and sources of our food, and a double-page gives illustrations to help children to realize their place in the world and universe. Towards the end of the atlas is an introduction to the use of maps showing physical features, with a clear map of the British Isles.

S F A Jex

EXTRA

Assembly lines

The Tinbox Assembly Book. By Sylvia Barrett. A & C Black £6.95. 7136 2169 9. **Together With Infants.** By Robert Fisher. Evans £5.25. 237 29352 8.

The Tinbox Assembly Book is an extraordinary publication. So far as its contents are concerned, it is excellent. It provides a wealth of poems, stories and starting points for assemblies, together with related classroom activities, and suggestions for art work, mathematics and language lessons. There are lists of related information books, filmstrips (together with the addresses of their suppliers) and links are also made with 12 song books available from the same publisher.

There are 35 topics, each of which could form a single assembly (they are most suitable for the live to seven age range) or could be developed over the course of a week or even longer. They are presented in five sections: "Self" (appearance and characteristics of a human, emotions, etc), "Others", "Surroundings", "Times of Difficulty" (separation, disappointment, death) and "Celebrations" which range from birthdays to Trinidad carnival.

But what of the presentation? This is a spiral-bound book, of A4 landscape format. That is to say, when it is open, it is 60 centimetres across, heavy and floppy. Quite frankly, it is so cumbersome it is almost impossible to use. Add to this the facts that a number of poems and excerpts are reproduced in childish handwriting and are decorated with scribbled cartoons and one is forced to wonder whether the book's designer had the slightest

clue as to whether it was a teacher's or a pupil's book.

Robert Fisher, author of *Together With Infants*, is more pragmatic. His new book follows the format of *Together Today*, his admirably sensible assembly book for use over the whole primary age range. Like its predecessor, *Together With Infants* offers over 100 topics. Under each topic there is a paragraph outlining the theme, which could just be used straight from the page in times of emergency; suggested stories, poems and songs; and a closely packed paragraph of activities to be pursued before or after assembly. The book also provides 50 very short stories and 70 simple prayers to which there are cross-references under the various themes.

The Tinbox Assembly Book requires commitment, planning and strength. Dedicated use will result in excellent assemblies. Thoughtful use of *Together With Infants* might have the same result but this sturdy hardback might also literally prove a God-send on those bad mornings when you have left unprepared those things which you ought to have prepared and when the phone rings at ten to nine.

Testaments

The Birth of Jesus 86313 000 3. Jesus Begins His Work 002 X. Joseph and His Brothers 001 1. Noah and His Ark 003 E. By Catherine Storr. Watts Bible Stories series, £3.99 each. (Methuen paperback edition £1.50 each).

And I say unto you, Of the retelling of Bible stories there shall be no end; nay, not until every publisher shall with his own version have flooded the market place. And verily there shall be they that are worthy of their hire; but for the others I tell you, it were better that they should have been remembered even at the first hour...

The latest re-telling has been de-

vised by the Belitha Press and is being published in various countries around the world. This particular hardback edition from Franklin Watts is certainly very handsome. It has strong, durable covers; clean, attractive layouts and full colour illustrations on every page. Those by Chris Molin for *Joseph and His Brothers* and *Jesus Begins His Work* are especially happy. However, at £3.99 for 32 pages (and a text of only about 600 words), they might also tempt one to have another look around the market place.

Yet this series should not be dismissed even if, like so many of its competitors, it appears to be playing safe with its choice of titles. (We are promised *Jonah*, *Miracles by the Sea* and *The Prodigal Son* shortly.) The two Old Testament stories are told with a quiet humour and attractive confidence: they are fun. A chilling caution seems to have fallen on the New Testament titles though, perhaps from a desire to please a world-wide audience of South American Catholics, European evangelicals and agnostic educationists all at the same time. Mrs Storr has written of herself that she is preoccupied "with the possibilities of explaining events in more than one way". In *The Birth of Jesus* there is very little attempt to explain events in any way. Why did Joseph and Mary have to go to Bethlehem? Why did Herod massacre the innocents? What is frankincense? Why are Jerusalem, Bethlehem and Egypt on the map but not Nazareth?

By all means introduce words like frankincense and indeed (in other volumes) words like prophet, baptist and synagogue. In the hands of a teacher or parent, such texts can be explained and discussed (and work well over the whole primary school age range). Surely though books over which so much care has been taken could also have been planned to be self-explanatory?

David Self



'Washday': Your child will really enjoy the opportunity to wash some clothes himself. Let him have a bowl of soapy water and some dolls' clothes or, if he'd rather, some of his own... You, under the joint influences of tanninism and international marketing, life moves on a pretty pace. The illustration comes from 'Making and Using', written by a large committee of experts, in Mitchell Bentley's *Let's Learn* series (£4.99).

Science cinders

Science Workshop 2. By Irene Finch Longman £2.25. 0 582 18350 2.

Primary Science is one of the Cinderella areas of teaching. The problem is that teachers are often non-specialist having minimal science background, and are therefore reluctant to embark on "real science". This book (and its companion, Book 1) are designed for such teachers at top Junior Level. The book contains 12 topics, about 5 sides of pupil material on each, giving information and practical ideas which require inexpensive and easily available materials. Each topic has one A4 page of core work, followed by stimulating and interesting extension work, both reading and practical.

Although the books can stand on their own, each topic has two television programmes for extra incentive and information. The first programme makes suggestions for core work. Notes for these broadcasts are available from BBC publications.

Topics include bread, paper, joints, hearing, fish and levels. The philosophy is to relate everyday experience and background knowledge into "science framework", showing that science is useful and a vital part of our lives. There is some emphasis on the basic processes of science, classification, observation, testing etc. Although these skills are not hierarchical, topics could be followed in any order, as could the books. Guidance is given to teachers on the processes involved and these are related to a complementary test, 'Nature Study and Science' (Longman).

The presentation is bright, colourful and stimulating. Sentences are short, crisp and clear, and the large number of diagrams are attractively produced and well integrated. Warnings about safety are clearly made. Notes are given on extension work for home.

Chris and Pat Mason

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Getting ahead

The Primary Head. By Patrick Whitaker. Heinemann Educational £5.95. 0 435 80917 2.
Responsibility and Promotion in the Primary School. By Derek Waters. Heinemann Educational £5.95. 0 435 80915 6.

After years of ignorance, denial and neglect the pundits have finally discovered that the organization and management of British primary schools is worthy of detailed analysis. Consequently primary school teachers are being increasingly bombarded with books which purport to show the "upward-mobiles" and some rather bewildered "sitting tenants", the true paths to individual, school and professional salvation.

These two publications clearly illustrate the situation. They are part of the excellent Heinemann Organization in Schools Series but are virtually the only titles, from a total of 23, which deal with primary schools. The question is, however, whether they will be found to be useful by practitioners, telling us anything which is not already accepted and widely utilized common sense. The major problem for primary teachers interested in management, who have sought advice in the many volumes of wisdom offered to our colleagues in the secondary and tertiary sectors, has been that so many of the publications are saying very much the same thing, with only the idiosyncratic style of the author to differentiate one from another. There has never been a definitive book which has pulled together all the threads and which has taken account of the particular nature of the British primary

school - until perhaps the recent book by Derek Waters, *Management and Headship in the Primary School*, published by Ward Lock in 1979.

But now we have *The Primary Head* by Patrick Whitaker. It is a first-class book, and complements perfectly the earlier book by Waters. In design it is vastly superior, making excellent use of clear page headings, with concise chapter titles and sub-headings which pinpoint the topic under consideration. Patrick Whitaker writes with clarity and conciseness. Early in the book he establishes four superbly simple groupings of factors which influence the decision making process - pre-conceptions, expectations, situations and predilections - and then uses these throughout to clarify issues and expound his sound, if rather orthodox, views. He uses a good balance of high theory, anecdote and hard experience to justify and explain the essence of the role of the head teacher in primary education.

For established, newly appointed and aspiring heads he provides both the bones and flesh of the job and goes a long way towards defining its spirit. The author looks first at the accepted role of the head, touching quite rightly on the Auld Report of 1968. He then examines the nature of the organizational stock-taking which must accompany the taking over of a headship, before examining styles of headship and modes of decision making. This is followed by the tasks associated with curriculum planning, delegation of responsibility, and appointment and development of staff. He ends with the vexed question of evaluation and accountability. Without doubt every

The Swampas, by Gillian Osband and Bobbie Spargo (Hodder and Stoughton, four titles, £1.50 each) may be a crude whimsical creation, but they represent a publishing project (for 3 to 8 year-olds) with its ecological, multi-racial, caring heart in the right place. "Max laughed as he wrote in the Swampas Casa Book. And thanks to the Swampas Scouts, we've saved a rare bird from eggs-fraction!"

head should read the book.

Like the Whitaker book, *Responsibility and Promotion in the Primary School* is well designed and comprehensive. The author examines career possibilities within primary education and advises aspirants about application and interviews. More importantly, however, Derek Waters gives much space to an examination of the qualities of leadership, in the widest sense of the word, which holders of responsibility in schools must possess, or develop, and which they must exercise effectively if they are to achieve job satisfaction in addition to extra cash. He clearly

shows that successful leadership is not easy, and details the many personal, institutional and system-wide pitfalls into which the unsophisticated might fall.

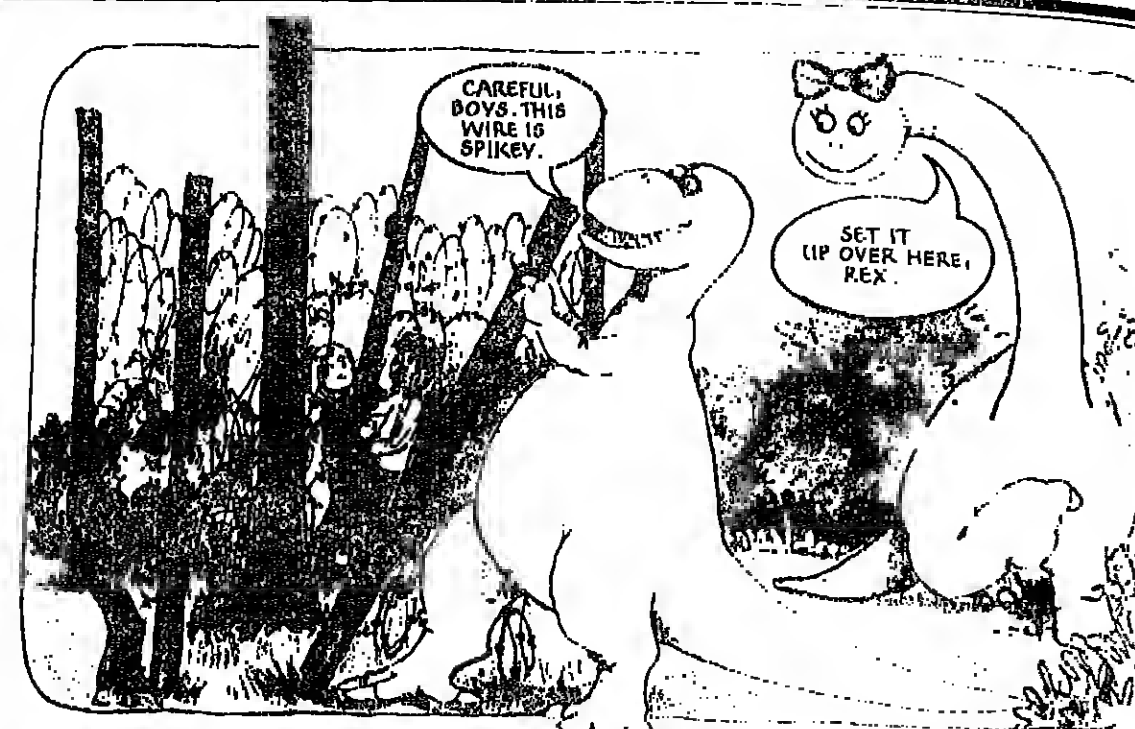
Of particular importance is the short chapter dealing with self-assessment and appraisal interviews (and which paraphrases the whole book), the use of which would greatly increase many teachers' awareness of those aspects of their work, skills and attitudes which might be developed. The roles of the deputy head and head are briefly examined, and the book would provide a very suitable introduction

to the more specific text by Patrick Whitaker.

Taken together, the books form a superb addition to the literature on primary school organization and management. My only reservation is one of regret that the authors are both now on the upper fringe of our profession, rather than active school-based participants. To reverse the old adage - they would perhaps be "better in than out", so that we can not only read about good management, but also see skill in action.

Paul Harding

EXTRA



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Like the Whitaker book, *Responsibility and Promotion in the Primary School* is well designed and comprehensive. The author examines career possibilities within primary education and advises aspirants about application and interviews. More importantly, however, Derek Waters gives much space to an examination of the qualities of leadership, in the widest sense of the word, which holders of responsibility in schools must possess, or develop, and which they must exercise effectively if they are to achieve job satisfaction in addition to extra cash. He clearly

shows that successful leadership is not easy, and details the many personal, institutional and system-wide pitfalls into which the unsophisticated might fall.

Of particular importance is the short chapter dealing with self-assessment and appraisal interviews (and which paraphrases the whole book), the use of which would greatly increase many teachers' awareness of those aspects of their work, skills and attitudes which might be developed. The roles of the deputy head and head are briefly examined, and the book would provide a very suitable introduction

to the more specific text by Patrick Whitaker.

Taken together, the books form a superb addition to the literature on primary school organization and management. My only reservation is one of regret that the authors are both now on the upper fringe of our profession, rather than active school-based participants. To reverse the old adage - they would perhaps be "better in than out", so that we can not only read about good management, but also see skill in action.

Paul Harding

Projecting ideas

Primary School Projects. By Derek Waters. Heinemann Educational £3.50.

Interdisciplinary projects demand a high degree of organizational skill backed up with lots of detailed preparation. Teachers who never cottoned on to this gave the whole business a bad name on the sixties and early seventies - we have all seen those anachronistic classroom in which all the children are copying from junior encyclopaedias. Derek Waters, as you might expect, is at some points to point the right way, and his advice is both detailed and entirely practical.

The amount of detail, indeed - and he even remembers to remind you to take a sick bucket when you take children on an outing - is a little mind-numbing. Many times in this book I felt myself saying something like "Stone me, nobody has to be told that do they". This is a common error, perpetrated daily by those of us who think they know, for hard experience demonstrates that however elementary the mistake, somebody somewhere is going to make it - and teaching students, for instance, have to be told things that later on may become second nature.

To those of us who cut our teaching teeth in the sixties, much of the content of this book reads like the teaching practice notebooks we kept at the time. "Teachers will readily recognize many old friends in the matrix of projects in Figure 3," writes Waters. You bet they will, for they are all there, large as life and straight of spine despite the passing of the years. There is "Animals", for example, and dear old "Christmas", to say nothing of that venerable and always reliable duo "Transport" and "People Who Serve Us".

Waters, though, is considerably more rigorous in his approach than perhaps we were then, and less likely to take for granted the wide-eyed predilection for investigative adven-

ture of either teacher or pupil.

The first half of the book deals in depth with aims, content, resources and all the other principles and practical points which run through project work. The second part gives a large number of actual examples of project work and of alternative methods of approaching them. Any teacher in a school which favoured this kind of work would find the whole thing to be a mine of practical help and information.

Any doubt I have is personal and is based upon my growing belief that creativity and imagination should be the central characteristics of the primary curriculum, and that we should, in general, be spending much more time on fiction, poetry and drama and much less upon that minutiae of factual study. Not that Waters is against creativity - he gives several useful examples of work involving the creative arts. It is really all a matter of emphasis, and I would like to have seen much more than there is a starting point for project work. To my mind, it is in this field that the exciting new ground is being broken; perhaps we could concentrate on it a little more at the expense of Famous Roads and Safety in the Home.

Another problem, for me, is the rather plodding style, which does little to reflect the author's obvious enthusiasm. Strings of passively voiced sentences never help in this respect.

"For the youngest children, a short project of a few days is all that can be expected while lower juniors can sustain interest for four or five weeks. Upper juniors could be presented with a topic lasting half a term could be allocated for a particularly absorbing topic."

All very well, I suppose, but you do have to work hard to get through it!

Gerald Haigh

Slate of play

The Education of Three- to Eight Year Olds in Europe in the Eighties. By Willem van der Eyken. NFER-Nelson £5.50.

Do not be misled by the official wrapping of this book. Title, subtitle (A Report Commissioned by the Council of Europe for the Standing Conference of European Ministers of Education), blurb, appendices, and especially Section Three (Statements made by Representatives of the Participating States) all lead you to expect a Panglossian account of the splendid work that everyone is doing in the field of child-care and pre-school education. And it is possible to read much of the book at this level: a self-congratulatory authorized gloss over recent improvements in the field.

But this is not the whole story. The important part of the book is van der Eyken's personal report on the state of play, and in spite of its official status, the content of the report is very personal indeed.

The first chapter is harmless enough with thumbnail sketches of three pre-school children in Belgium, Denmark and Portugal. But the questions that these sketches pose are exciting and difficult: how can we pay for pre-school provision, without ruining the economy that the children will in due course inherit; how can we develop children, without institutionalizing them; how can we work "with and

through" the family? The rest of van der Eyken's report addresses these, and other questions, and although he has no answers to the first and most intractable of them, his discussion of the others is always provocative and, in places, downright radical. Especially interesting are his views on the relationship we should be working towards between child, family, and state: these are distinctly political - and controversial - and a long way from the sentimental notion of the mother-child dyad with which he used to be associated.

Of course, when someone is arguing so warmly, in such a complex field, it would be madness to expect to agree with everything said; and I do find van der Eyken's laudatory admiration of the Pre-School Playgroup Association a little overwrought. It's certainly not necessarily a good thing in itself that the movement "provides the largest source of pre-school experience for children in the UK". Furthermore I don't see how this claim fits with the UK representative's statement that 56 per cent of all four-year-olds in the country are receiving nursery education. But van der Eyken is not playing the numbers game: his arguments are about more living issues; and in his concluding chapter he italicizes his own challenging summary of the report: "pre-schooling is a facet of adult education." I only hope the European Ministers of Education were listening, and wrote it all down on their slates.

Mary Jane Drummoud

Garbage?

Child is Born. By Chris Burgess. **Jack and the Beanstalk.** By Stuart Heath. **Beauty and the Beast.** By Neil Scott. **Noel's Ark.** By Eric Brown. **Our Dumb Friends.** By Chris Burgess. **Green Leaves to Eat.** By Neil Scott. **Rich, Richeart and Winston.** Plays by Reading series £3.60 the set. 0 435 80412 5.

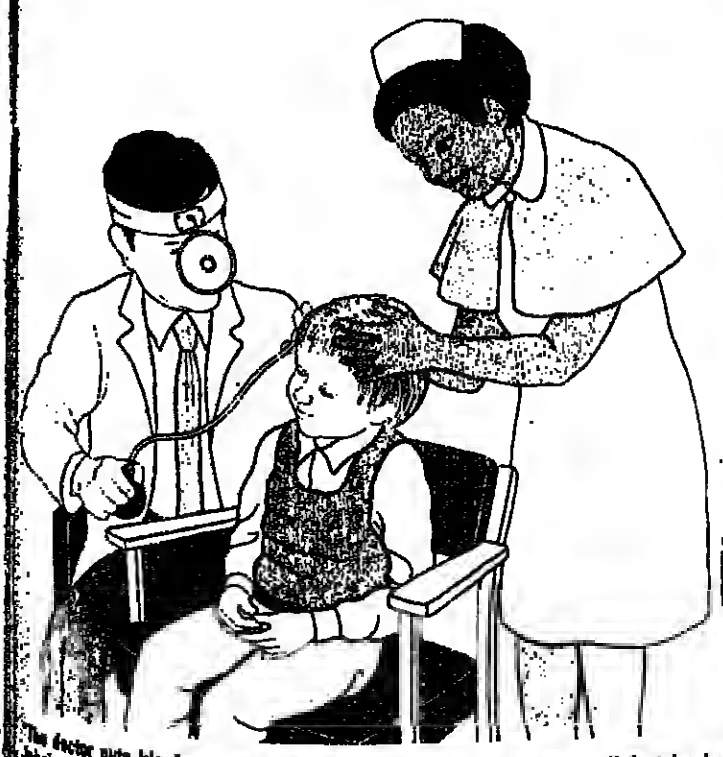
There simply ought to be a law against making me angry - angry that anyone, publishers, teachers or whoever, could contemplate giving me to children.

The series is written to a simple formula: each contains a short play, supposedly suitable for group reading or production by 7 to 12 year-olds. They vary from re-tellings

of fairy tales to "original" material. All show a complete contempt for children's intelligence and imagination - the clumsiness of plot, sketchiness or motivation, and abysmal poverty of the language simply beggar description. Each playlet is accompanied by a jumbled, confusing set of questions for discussion; by suggestions for pointless classroom busy-work and by prescriptive, limiting instructions on reading and presenting the script.

Sadly the publishers must anticipate a market for their garbage. I find this distressing - for only the most cynical of teachers would use these booklets. Any class anywhere in England will produce far more satisfying dramatic material from their own resources.

Ken Bryon



"The doctor puts his funny mirror in front of his eye... He puts a little tube in his ear and puts air into it..." Althea's 'Hearing Test' (Dinosaur World 12, 75 & 80p) is firmly in her established tradition of exorcising fears. Other titles in the series include 'I Have Asthma', 'I Have Diabetes', and 'I Am A Wheelchair'.

EXTRA

How not to do it

Literacy Before Schooling. By Emilia Ferrero and Ana Teberosky. Translated by Karen Goodman Castro. Heinemann Educational £14.50. 0 435 80474 X.

I would very much like to have seen the reviews of this book when it appeared in Spanish in 1979, because, at one level, it is a devastating attack on the teaching of reading in the Spanish-speaking schools of Buenos Aires. And it is always an entertaining sight, if not an edifying one, to see teachers closing ranks to anathematize interfering psychologists. But this is more than a local demarcation dispute.

The authors set out to investigate what non-reading children of four, five and six already know about reading and writing. They worked with a Piagetian interview method, and from a Piagetian concept of children as active learners: "knowing subjects, actively seeking understanding". They take an unusual and stimulating view of what constitutes pre-reading skills, and establish, beyond any doubt, that non-reading four and five-year-olds can, and do acquire many of these skills; that these skills are often in direct conflict with what and how their teachers teach them; and that after a year's schooling, although many children have learned to read, many others have acquired a new and undesirable skill, which they term "deciphering without meaning" - "they act as if any nonsense could come out of a text" - and which can only be explained as a product of schooling.

The skills they investigated included children's awareness of the distinction between words, letters, numbers and pictures; their awareness of the type of content of certain texts (for example, whether newspaper stories can begin "once upon a time"); and their awareness of what constitutes the act of reading for an adult. The detailed results of their study make fascinating reading; but it is not a comfortable target must have been the teachers in the Spanish speaking schools of their sample, they have some disconcerting messages for teachers nearer home. They are convinced, for example, that "the instructional method has a restraining effect on children's creative possibilities and establishes a total dependency on the teacher". They are particularly severe on the teachers who believe, and act on the belief, that "if children do not learn, it is their own fault and responsibility". In short, they argue that schools contribute to illiteracy and even worse, that "school is not directed towards children as we know them".

Their final chapter is a masterly exercise in pulling it all together. The authors make three major recommendations (which could well stand as an introduction to any school's guidelines on literacy) reading is not deciphering; writing is not copying; progress in literacy is not caused by advances in deciphering and copying. I hope that one day the authors will come and investigate some children learning to read using some of the materials available in our own best schools, particularly *Break through to Literacy*; but in the meantime there is little for us to be complacent about in this account of *How Not To Do It*.

M J D

A History of Children's Play (by Brian Sutton-Smith, New Zealand Council for Educational Research \$19.50 0 908 567 23 5) is a beguiling compilation of childhood reminiscences of "the New Zealand play-grounds 1840-1950". The author is interested in the way play reflects social development, and points the contrast between children's freedom when the playground was the whole country, and the subsequent formalizing effect of encroaching urban and industrial values.

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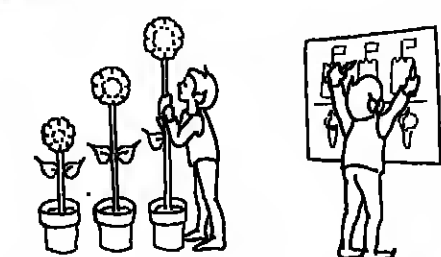
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The child, the teacher and the book

Vivien Griffiths on the role of the librarian

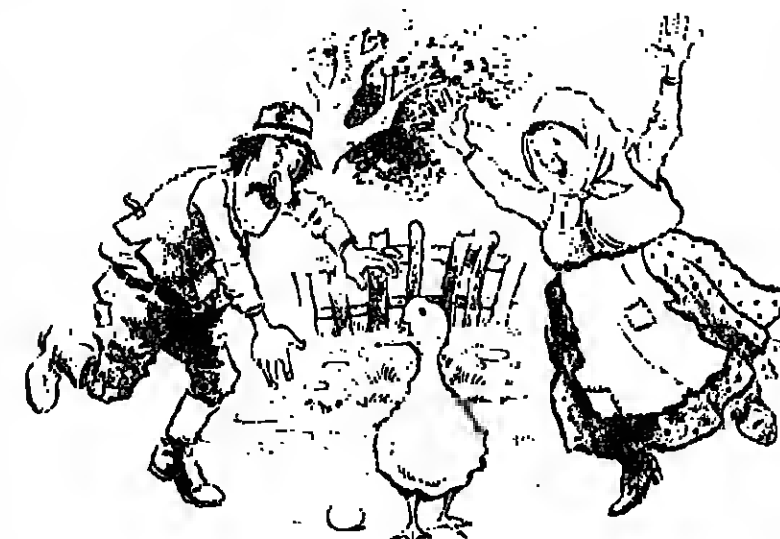
Now more than ever, perhaps, it has become imperative for all people working with children to break down professional barriers and offer mutual support to one another, in terms of both expertise and materials. In the case of librarians and teachers, there is no justification for professional jealousy in the area of children's reading, there are challenges enough for all of us to share and in any case, we can complement one another in what we have to offer. Many educational reports on language and reading stress the importance of reading for pleasure. Indeed, Bullock stated that many adults who failed to become successful readers also failed to understand, as they struggled with their reading scheme, that reading was something that other people did for pleasure. A librarian's expertise does not lie in educational strategies, but in knowing the extremely wide range of materials which are available for children today. Many teachers find it extremely difficult to keep up with the avalanche of new books published each year and it is impossible to recommend and promote books with the necessary enthusiasm unless you have read and enjoyed them yourself. Here is where a librarian can be the all important link between the child, the teacher and the book.

In Birmingham our work with the pre-school and primary age range is not extraordinary in any way. Such activities are carried on by library services all over the country. However, it is unusual in that, as no formal School Library Service structure exists in the city, all our liaison work with schools and teachers is

undertaken through branch libraries and our two specialist children's libraries. It makes sense to start by looking at work with the under-fives, because it is at this stage that the battle is often won or lost. We believe firmly that conveying the pleasure of books and reading starts with the young child and Margaret Clark in *Young Fluent Readers* made it clear that frequent story-reading and storytelling, together with provision of books in the home (whether borrowed or bought) are the first steps towards creating a fluent and avid reader. We feel we have a small but significant role to play in developing pre-reading skills in children ourselves, but also in helping other adults, both parents and fellow professionals to see the importance of books to the under-fives.

Only a small percentage of pre-school children have the opportunity to benefit from nursery education. In Birmingham, we have a good record of nursery provision, comparatively speaking, but even so, the majority of children attend playgroups rather than nurseries, and some do not even have that opportunity. The rest are either at home with mother or with a childminder while their parents are at work. We therefore try to reach young children, whatever their situation, through open storyhours for the under-fives in our branch libraries through story sessions for playgroups, day nurseries and nursery schools, both in and out of the library, but also through the adults who care for them.

Much of our time is spent in talking to mothers in Mother and Tod-



This illustration heads a rather peculiar retelling of Aesop, in words and pictures, by Vol Bire: 'The Goose that Laid the Golden Eggs'. So they eat the goose open. But the goose was full of gold: not a trace of blood in the accompanying drawing, in which the bisected goose seems dreamily asleep. The complete set at six titles, complete with teachers' notes, cost £4.50 (Ginn).

ler groups, Young Wives groups and, at an even earlier stage, through National Child Birth Trist meetings. We are involved in NNEB courses for nursery nurses at local colleges of further education in courses for playgroup leaders and volunteers and in training courses run by the Social Services Department for registered childminders. Even more exciting is the opportunity to talk to groups of 15 and 16-year-olds on CSE Child Care courses in local secondary schools, where we feel we are fulfilling two

roles, in helping them with preparation for their exams and with preparation for future parenthood too.

In all these talks, our message is quite simple; books can help develop skills of manipulation and perception in young children, they can aid language development and help children to become articulate through participation, they can give a wide variety of vicarious experiences, but most important of all, used by an enthusiastic adult, they can give a child a love of books and an incentive to read which will last a lifetime.

Our work with the primary age group also takes place on two fronts; directly to the child and through their teachers. Contact with the children can take place in a variety of ways, either in the library itself or in the school. The traditional visits to the library for an introduction to the layout, catalogues and range of stock still continue, but in a rather more light-hearted way than in the past, using quizzes, and worksheets rather than instruction as such. Class visits can extend into project work, where children can be introduced to a range of fiction and non-fiction related to their particular topic and after starting work on the books in the library itself, they can take the collection back to school for further work.

It has become increasingly obvious over the past few years that the librarian's role should not end with helping children to find their way around the library, they also need to know how to find their way around the books. The whole area of study or information skills is just beginning to take off and although the need to develop such skills may only become apparent in the lower end of secondary schools, the remedy lies in starting to develop them in the primary school.

If children are to reap any benefits from the project work, they have to learn the librarian's skills of using reference tools, encyclopedias, dictionaries, atlases, gazetteers and within each information book, using indexes, contents lists, chapter headings, glossaries and bibliographies.



For those who saw Channel 4's multicultural children's series *My World* the appearance of the book of the same name (Bodley Head £3.95) will come as a welcome reminder. For those who have not seen it, here for the first time is a static version of that animated magazine.

They need to develop the ability to track down other useful sources of information such as maps, atlases, encyclopedias, newspapers, radio and even other people. However, if they are not to find the information which they need their teacher's help to develop skimming and scanning techniques, the ability to discern relevant information, to take relevant notes and how to use them and lay out their work. Before, for all these reasons, but only because information skills are only of interest or use to the context of their own work, it is not just a skill for teachers and librarians work together in developing these skills, it is essential.

The necessity to involve children in story sessions does not end at the reaching of school age, it is for most children it is a useful never ends, even in secondary school. Introducing young children to a range of story both in picture book and story form is important, particularly when the battle through 'The Lion and the Lamb' or 'The Boy Who Cried Wolf' and children my need to know that reading is fun, full of life, the age range extends towards the top of the junior school, where sessions become 'book-talks' where we start to what the aspects of an exciting or hilariously humorous story from full length books, as in with poetry, riddles, jokes or anything else which is likely to pleasure and engender enthusiasm.

Teachers can be reached in a variety of ways and books both new and old are introduced informally in staffroom after school or on lunch hour or more formally some of the many In-service Training Courses run by local education authorities or regional courses. The emphasis is always the same, to introduce a range of materials available in particular age group or with particular genre - the whole and multi-cultural books is a point in point and the methods are remarkably similar to our book for children. If you introduce a range of books to give a taste of the author's style, both children and their teachers will want to read the books and read on. Librarians can also give advice on the school library and help with its organization, provide catalogues and come to speak at parents' meetings, and offer help and support in organizing book fairs and book visits.

One final point which I would like to make, is that teachers and librarians frequently criticize publishers and often justifiably so. However, we are served by some of the world's most prolific and most professional publishers. Quality children's publishing in this country has suffered terribly at the hands of the authority cutbacks and has struggled to survive and yet maintain standards. As the intermediaries between children and their books owe it to both the providers and consumers of those books to ensure that we are working closely together in promoting them.

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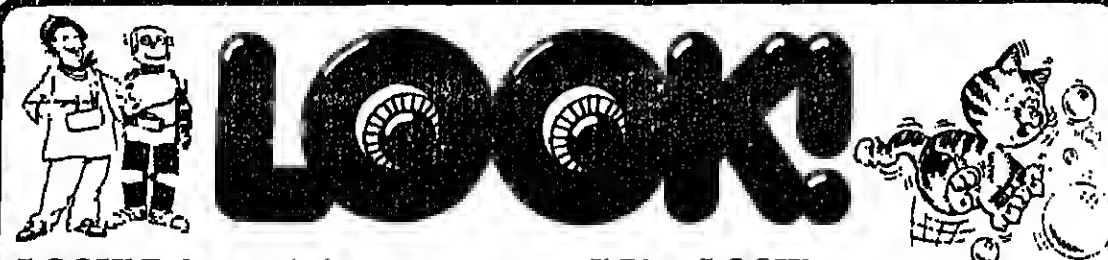
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English

Geography

History

Home Economics

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Science

Speech and Drama

Technical Studies

Other than by Subjects

Preparatory Schools

Headships

Classics

Scale 1 Posts

English

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Science

Other than by Subjects

Colleges of Further Education

Directors and Principals

Other Appointments

Colleges and Departments of

Art

Other Appointments

Universities Appointments

Fellowships

Studentships and Research

Awards

Colleges of Higher Education

Other Appointments

Adult Education

Examiners

Librarians

Community Homes and

Associated Institutes

Other Appointments

Assessment Centres

Youth and Community

Service

Overseas Appointments

Administration

Local Education Authority

Administration General

Child Care

Education Psychologists

Examiners

Librarians

Miscellaneous

Outdoor Education

English or a Foreign

Language

Appointments vacant

Educational Careers

Awards and Scholarships

Personal

Announcements

For Sale and Wanted

Holidays and

Accommodation

Home Exchange Bids

Partnerships

Properties for Sale

and Wanted

Typing and Duplicating

Classified Advertisement Rates:
Single Column £1.70 per line (min. 3 lines).
Classified Display £3.70 per a.c.c. (min. 9.5 cm x 2 £184.30).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

THE TIMES EDUCATIONAL SUPPLEMENT 11.3.83

HEADSHIPS

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PRIMARY HEADSHIPS

continued

HAMPSHIRE
SOUTH FARNBOROUGH
INFANT SCHOOL
Surrey Road, Farnborough
GU14 0JU
C.O.S. approx. 150
Required for September 1983.
Applicants are invited from
the post of Head Teacher.
Closing date 31st March.
1983.
Application forms and
further details obtainable from
the Area Education Officer,
Farnborough, 100, The
Greenway, Bournemouth, Dorset,
BH1 1AA. On receipt of a
stamped addressed envelope,
1545811 110010

HERTFORDSHIRE
OYSTING SAVOUR RC JMI
SCHOOL
Eatonville, Rick, Abbot
and Sons
Required September 1980.
Applicants are invited from
suitably qualified persons
with a minimum of 5 years
experience of primary school
teaching. Further details and
application forms obtainable
from the Area Education
Officer, Little
Cassington, Hertfordshire,
SG12 6JF. Closing date 1st
April 1980. A.E.O. 1547481 110010

KENT
COUNTY COUNCIL
SEVENOAKS DIVISION
SEVENOAKS PRIMARY
School, Sevenoaks, Kent TN14
0JL
Appointment of Head
Teacher for this school
Group 3 Roll: 85
Required for September 1983
Applicants are invited from
suitably qualified persons
with a minimum of 5 years
experience of primary school
teaching. Further details and
application forms obtainable
from the Area Education
Officer, 60, London Road,
Sevenoaks, Kent, TN14 0JL.
Closing date 1st April 1980.

SEVENOAKS DIVISION
SEVENOAKS PRIMARY
School, Sevenoaks, Kent TN14
0JL
Appointment of Head
Teacher for this school
Group 3 Roll: 85
Required for September 1983
Applicants are invited from
suitably qualified persons
with a minimum of 5 years
experience of primary school
teaching. Further details and
application forms obtainable
from the Area Education
Officer, 60, London Road,
Sevenoaks, Kent, TN14 0JL.
Closing date 1st April 1980.

LEICESTERSHIRE

WOLFEY HOUSE

PRIMARY SCHOOL

HEADSHIP

Group 0

HEAD required August

for the modern one-
room primary school situated in
an urban area close to
open countryside.Approximately 305 on
roll with 120 Part-time in
the nursery.Details on request
(1548).Apply two formal with
full particulars and
application and address of
two referees to the
Director of Education, County
Hall, 100, Victoria Road,
Leicester LE1 6JF.
Closing date 31st March
(1548).

NORTH YORKSHIRE

COUNTY COUNCIL

Applications are invited from

suitably qualified persons for the

following Headship appointments:

1. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

2. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

3. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

4. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

5. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

6. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

7. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

8. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

9. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

10. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

11. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

12. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

13. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

14. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

15. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

16. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

17. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

18. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

19. **HEADSHIP** at **ST. MICHAEL'S C.O.F.E. J.M. & SCHOOL**

100, Victoria Road, Leicester LE1 6JF.

NORTHAMPTONSHIRE

VICTORIA JUNIOR

SCHOOL

Wellingborough, Northants

APPOINTMENT OF HEAD

TEACHER

GROUP 5

Required for September

1983. An able and experi-

enced teacher for the

headship of this school.

Closing date 1st April 1983.

Details and forms

available from the

Area Education Officer,

Wellingborough, Northants

NN20 1JF. (154811) 110010

NORTHUMBERLAND

ALNWICK ST. JOHN'S RC

SCHOOL

Alnwick, Northumberland

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

OXFORDSHIRE

COUNTY COUNCIL

WOODTON C.E. PRIMARY

School, Woodton, Oxfordshire

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

ROTHSCHILD

METROPOLITAN

COUNCIL

HARTFORD JUNIOR AND

INFANT SCHOOL

Hartford, Oxfordshire

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

SOLIHULL

COUNTY COUNCIL

SOLIHULL INFANT SCHOOL

Solithull, Warwickshire

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

WILTSHIRE

MONKTON PARK

Primary School

Chippenham

APPOINTMENT OF HEAD

TEACHER

GROUP 5

Required for September

1983. An able and experi-

enced teacher for the

headship of this school.

Closing date 1st April 1983.

Details and forms

available from the

Area Education Officer,

Wellingborough, Northants

NN20 1JF. (154811) 110010

WILTSHIRE

ST. BARNAS C.E.

CONTROLLED PRIMARY

School, Market Lavington

Appointment of Head

Teacher for this school

Group 4 N.O.R. 185

Required for September

1983.

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

WILTSHIRE

WOLVERHAMPTON

SCHOOL COUNCIL

EDUCATION COMMITTEE

Required for September

1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

WILTSHIRE

ST. PATRICK RC JMI

School, Wootton Bassett

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

WILTSHIRE

ST. PATRICK RC JMI

School, Wootton Bassett

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

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1547481 110010

BUCKINGHAMSHIRE

COUNTY COUNCIL

JOHN HANCOCK COUNTY

School, Wendover

Appointment of Head

Teacher for this school

Group 3 Roll: 85

Required for September 1983

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

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BUCKINGHAMSHIRE

MILTON KEYNES AREA

EDUCATION COMMITTEE

Required for September

1983.

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

BUCKINGHAMSHIRE

MILTON KEYNES AREA

EDUCATION COMMITTEE

Required for September

1983.

Applicants are invited from

suitably qualified persons

with a minimum of 5 years

experience of primary school

teaching. Further details and

application forms obtainable

from the Area Education

Officer, 60, London Road,

Sevenoaks, Kent, TN14 0JL.

Closing date 1st April 1980.

1547481 110010

BUCKINGHAMSHIRE

SOUTH GLAMORGAN COUNTY COUNCIL HEAD TEACHER : GROUP 10 ST. TELLO'S CHURCH IN WALES HIGH SCHOOL CARDIFF

The Governors invite applications from suitably qualified and experienced Teachers, who are practising members of the Anglican Communion, for the post of Head Teacher of this Voluntary Aided School. The successful candidate will be required to commence duties in September 1983. The vacancy has arisen through the retirement of the present Head Teacher. The school is a 5 Form Entry Comprehensive High School for pupils from 11-18 years of age with a Sixth Form of 120 pupils. It is situated in the eastern part of Cardiff.

Applicants should possess a good honours degree and should preferably have had experience in posts of responsibility in Comprehensive Education.

Application forms and further particulars for the above post may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education,
Education Offices,
Kingsway, Cardiff.

NORTH YORKSHIRE COUNTY COUNCIL

STOKESLEY SCHOOL (GROUP 12)

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this 11-18 mixed comprehensive school with 1,300 pupils on roll, including about 180 in the Sixth Form. The post is available from 1 September 1983. The school serves Stokesley/Great Aynon and the surrounding rural areas, part of which lies within the North Yorks Moors National Park.

Application forms and further details are available on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northcliffe Road, DL7 8AE, to whom completed forms should be returned by 28 March 1983.

SOUTH GLAMORGAN COUNTY COUNCIL HEAD TEACHER : GROUP 14 WHITCHURCH HIGH SCHOOL CARDIFF

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this 12 form entry mixed Comprehensive School of 2000 pupils from 11-18 years of age. The School has a flourishing 11th Form of 300 pupils. The successful candidate will be required to commence duties in September 1983. The vacancy has arisen through the retirement of the present Head Teacher.

Application forms and further particulars for the above post may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education,
Education Offices,
Kingsway, Cardiff.

SOUTH GLAMORGAN COUNTY COUNCIL HEAD TEACHER : GROUP 10 WILLOWS HIGH SCHOOL CARDIFF

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 10 mixed 11-18 Comprehensive School of 775 pupils. The School is designated as a Social Priority School. The successful candidate will be required to commence duties in September 1983. The vacancy has arisen through the retirement of the present Head Teacher.

Application forms and further particulars for the above post may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education,
Education Offices,
Kingsway, Cardiff.

SECONDARY HEADSHIPS

continued

SOUTH TYNESIDE
BOROUGH COUNCIL
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

Deputy Headships
Second Masters/
Mistresses

BARKING AND
DAGENHAM
LONDON BOROUGH OF
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

BEXLEY
LONDON BOROUGH OF
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

CAMBRIDGESHIRE
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

DEPUTY HEADSHIPS
Second Masters/
Mistresses

ESSEX
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

THE HAVESWORTH SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

THE BRAMPTON SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

HERTFORDSHIRE
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

HILLINGDON
LONDON BOROUGH OF
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

EAST SUSSEX
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

HUMBERSIDE
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

DEPUTY HEADSHIPS
Second Masters/
Mistresses



SURREY COUNTY COUNCIL

DEPUTY HEADSHIP

WATLINGHAM COUNTY SECONDARY SCHOOL
Watlingham
DEPUTY HEADTEACHER required September 1983 for Group 11 (Mixed Comp.) School for pupils aged 12-16. Estimated NOR 745 Inc. 118 Sixth Form. Salary scale £12,234-£23,407 pa. Application form and further details from Area Education Officer, 123 Blackborough Road, Reigate (Surrey) RG1 1AA. Closing date 31 March 1983.

REQUIRED FOR 1st SEPTEMBER, 1983

Applications are invited from qualified teachers for the following vacancies:

HEAD OF MIDDLE SCHOOL

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)
Senior Teacher's role. Application forms and further details from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG on or before 28th March, 1983.



METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE

MONKSEATON HIGH SCHOOL

Seatonville Road
Whitley Bay NE25 9EQ.
Headteacher: Mr. P. E. Bryan, B.A., M.A.
DEPUTY HEADTEACHER
GROUP 10, ROLL 707

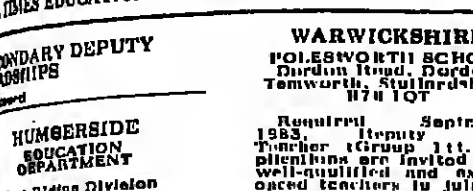
Applications together with full supporting letter are invited from suitably qualified teachers for appointment to the above post. The successful candidate will be expected to take up duties on 1st September, 1983. Further details and application forms are available on request from the Director of Education, Education Office, 100, The Quadrant, North Shields, Tyne and Wear NE26 0HH, to whom they should be returned within two weeks of the appearance of this advertisement.

HOUNSLOW

LONGFORD SCHOOL (Group 12)
11-18 Mixed Comprehensive
No. on roll: 1300 8th Form: 108
Technique Road, Feltham, TW14 6PC
Tel: 01-890 0245
Headteacher: Mrs Joyce M. Fox (MAG) (Mrs)

REQUIRED FOR 1st April 1983 or thereafter:
a) An experienced teacher of Mathematics or Science (with a degree in Mathematics or Science) to take over the post of Head of Mathematics/Science. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

DEPUTY HEADSHIPS
Second Masters/
Mistresses



WARWICKSHIRE COUNTY COUNCIL

Scale 2 Posts and above

CHALLEY SCHOOL
CHALLEY
DEPUTY HEADTEACHER required September 1983 for Group 11 (Mixed Comp.) School for pupils aged 12-16. Estimated NOR 745 Inc. 118 Sixth Form. Salary scale £12,234-£23,407 pa. Application form and further details from Area Education Officer, 123 Blackborough Road, Reigate (Surrey) RG1 1AA. Closing date 31 March 1983.

Scale 1 Posts

AVON COUNTY COUNCIL
CHIPPING NODDURY SCHOOL
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Scale 2 Posts and above

BRENT
LONDON BOROUGH OF
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
APPOINTMENT OF HEAD
Required for 1st September 1983. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age. The successful candidate will be required to manage a team of 12 teachers and 120 pupils. The school is a 5 Form Entry Comprehensive School for pupils from 11-18 years of age.

Remedial Posts

ESSEX
EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
GROUP 10
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Scale 1 Posts

HEREFORD AND
WONCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
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Scale 2 Posts and above

KENT
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EDUCATION DEPARTMENT
COMPREHENSIVE SCHOOL
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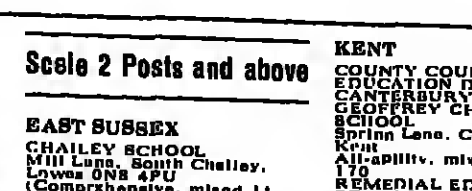
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Scale 2 Posts and above

SCUNTORPE
HUMBERSIDE EDUCATION
COMMITTEE
COMPREHENSIVE SCHOOL
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Scale 1 Posts

DEPUTY HEADSHIPS
Second Masters/
Mistresses



SURREY COUNTY COUNCIL

DEPUTY HEADSHIP

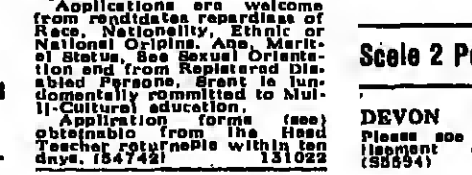
WATLINGHAM COUNTY SECONDARY SCHOOL
Watlingham
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REQUIRED FOR 1st SEPTEMBER, 1983

Applications are invited from qualified teachers for the following vacancies:

HEAD OF MIDDLE SCHOOL

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)
Senior Teacher's role. Application forms and further details from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG on or before 28th March, 1983.



METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE

MONKSEATON HIGH SCHOOL

Seatonville Road
Whitley Bay NE25 9EQ.
Headteacher: Mr. P. E. Bryan, B.A., M.A.
DEPUTY HEADTEACHER
GROUP 10, ROLL 707

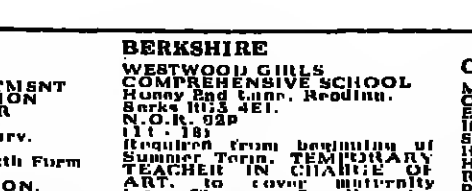
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DEPUTY HEADSHIPS
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WARWICKSHIRE COUNTY COUNCIL

Scale 2 Posts and above

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AVON COUNTY COUNCIL
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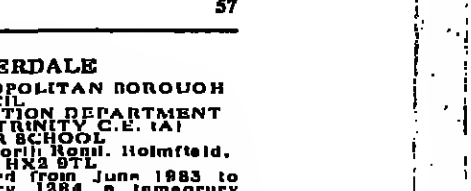
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Scale 1 Posts

DEPUTY HEADSHIPS
Second Masters/
Mistresses



SURREY COUNTY COUNCIL

DEPUTY HEADSHIP

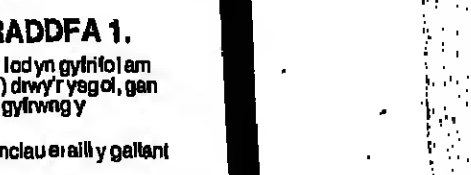
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MONKSEATON HIGH SCHOOL

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Headteacher: Mr. P. E. Bryan, B.A., M.A.
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THE KING ALFRED SCHOOL

An independent co-educational progressive day school founded in 1898

HEAD

On the retirement of the present Head after 24 years' service, the King Alfred School Council invites applications for this challenging post. We are looking for energetic candidates with good academic qualifications, extensive teaching experience and a commitment to the school's aim of providing an education suited to the individual child in a friendly atmosphere of mutual trust between teachers, pupils and parents. The School has 400 pupils, ages 4-18, and is in six acres of its own grounds in North West London. Salary negotiable, minimum Burnham Group 9. For further details and an application form apply to Mr F. J. Smith, Gabbles-Thring Services Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

THE GOVERNORS OF PIERREPONT SCHOOL

will appoint a new

HEAD

as a result of the death of the Headmaster

Details may be obtained from:

The Secretary to the Governing Body, Pierrepont School, Frensham, Farnham, Surrey GU10 3DN.

Strathclyde

Department of Education
SECONDARY SCHOOLS
TEACHING APPOINTMENTS
SESSION 1983-84

If it is anticipated that vacancies in most subject departments, will exist in secondary schools next session, and experienced teachers, along with students completing training courses in June 1983, who wish to be considered for either short-term or permanent appointments, are invited to apply to this education authority which encompasses urban and rural parts of most of the west of Scotland. Application forms may be obtained from the Department of Education, 20 India Street, Glasgow G2 4PF and should be returned there completed within the course of the next three weeks. Previous applicants need not renew their application forms.

STRATHCLYDE EDUCATION DEPARTMENT

INSTRUCTOR

Blairvadach Sailing and Outdoor Centre, Rhu, Helensburgh
Salary Scale - A.P. 11/111 - £6,324-£7,701

The successful applicant will instruct secondary school groups on basic outdoor experience courses and occasionally instruct adult courses. Activities offered include canoeing, sailing, orienteering, hill walking, sea fishing, expedition and field work. Courses are normally of one week duration. Qualifications in the activities offered at the centre are desirable. Teaching experience an advantage. Application forms may be obtained from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House (S), India Street, Glasgow G2 4PF, to whom completed forms, quoting Ref. G4048, should be returned by 26 March, 1983.

R. M. O. McCulloch
Director of Manpower Services
Strathclyde Regional Council

Applications are invited for the post of

HEAD

of Kingswood Schools,
Southport, Merseyside

This new appointment will be from 1 September, 1983. The successful applicant will assume responsibility for all academic and staff matters (under guidelines set by the new Joint Principals) in the four schools which have a total enrolment of over 400 pupils (boys and girls) aged 3-16 years. The salary will be in the range £12,000-£13,000 per annum. Applicants should have a wide teaching and administrative experience with particular reference to the senior school age range. Please send curriculum vitae for further details and an application form to the Correspondent, Kingswood Schools, c/o Nord-Anglia International, 49 Fog Lane, Manchester 20.

ASHFORD SCHOOL KENT

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this Independent Girls Boarding and Day School of 716 pupils aged 7-18 which becomes vacant on 1st August, 1984 when the present Headmistress retires. Particulars of this post (Burnham Headteacher Group 12) are obtainable from: The Deputy Clerk to the School Council, Ashford School, East Hill, Ashford, Kent. Applications close on 30th April, 1983.

SPECIAL EDUCATION

continued

SHROPSHIRE
NASH COURT SCHOOL
Ludlow, Shropshire
Established in 1880, this residential school for level 10-11 pupils, with a boarding house, offers a broad curriculum. Applications to the Headmaster, 154557/154558/154559/154560/154561/154562/154563/154564/154565/154566/154567/154568/154569/154570/154571/154572/154573/154574/154575/154576/154577/154578/154579/154580/154581/154582/154583/154584/154585/154586/154587/154588/154589/154590/154591/154592/154593/154594/154595/154596/154597/154598/154599/154600/154601/154602/154603/154604/154605/154606/154607/154608/154609/154610/154611/154612/154613/154614/154615/154616/154617/154618/154619/154620/154621/154622/154623/154624/154625/154626/154627/154628/154629/154630/154631/154632/154633/154634/154635/154636/154637/154638/154639/154640/154641/154642/154643/154644/154645/154646/154647/154648/154649/154650/154651/154652/154653/154654/154655/154656/154657/154658/154659/154660/154661/154662/154663/154664/154665/154666/154667/154668/154669/154670/154671/154672/154673/154674/154675/154676/154677/154678/154679/154680/154681/154682/154683/154684/154685/154686/154687/154688/154689/154690/154691/154692/154693/154694/154695/154696/154697/154698/154699/154700/154701/154702/154703/154704/154705/154706/154707/154708/154709/154710/154711/154712/154713/154714/154715/154716/154717/154718/154719/154720/154721/154722/154723/154724/154725/154726/154727/154728/154729/154730/154731/154732/154733/154734/154735/154736/154737/154738/154739/154740/154741/154742/154743/154744/154745/154746/154747/154748/154749/154750/154751/154752/154753/154754/154755/154756/154757/154758/154759/154760/154761/154762/154763/154764/154765/154766/154767/154768/154769/154770/154771/154772/154773/154774/154775/154776/154777/154778/154779/154780/154781/154782/154783/154784/154785/154786/154787/154788/154789/154790/154791/154792/154793/154794/154795/154796/154797/154798/154799/154800/154801/154802/154803/154804/154805/154806/154807/154808/154809/154810/154811/154812/154813/154814/154815/154816/154817/154818/154819/154820/154821/154822/154823/154824/154825/154826/154827/154828/154829/154830/154831/154832/154833/154834/154835/154836/154837/154838/154839/154840/154841/154842/154843/154844/154845/154846/154847/154848/154849/154850/154851/154852/154853/154854/154855/154856/154857/154858/154859/154860/154861/154862/154863/154864/154865/154866/154867/154868/154869/154870/154871/154872/154873/154874/154875/154876/154877/154878/154879/154880/154881/154882/154883/154884/154885/154886/154887/154888/154889/154890/154891/154892/154893/154894/154895/154896/154897/154898/154899/154900/154901/154902/154903/154904/154905/154906/154907/154908/154909/154910/154911/154912/154913/154914/154915/154916/154917/154918/154919/154920/154921/154922/154923/154924/154925/154926/154927/154928/154929/154930/154931/154932/154933/154934/154935/154936/154937/154938/154939/154940/154941/154942/154943/154944/154945/154946/154947/154948/154949/154950/154951/154952/154953/154954/154955/154956/154957/154958/154959/154960/154961/154962/154963/154964/154965/154966/154967/154968/154969/154970/154971/154972/154973/154974/154975/154976/154977/154978/154979/154980/154981/154982/154983/154984/154985/154986/154987/154988/154989/154990/154991/154992/154993/154994/154995/154996/154997/154998/154999/155000/155001/155002/155003/155004/155005/155006/155007/155008/155009/155010/155011/155012/155013/155014/155015/155016/155017/155018/155019/155020/155021/155022/155023/155024/155025/155026/155027/155028/155029/155030/155031/155032/155033/155034/155035/155036/155037/155038/155039/155040/155041/155042/155043/155044/155045/155046/155047/155048/155049/155050/155051/155052/155053/155054/155055/155056/155057/155058/155059/155060/155061/155062/155063/155064/155065/155066/155067/155068/155069/155070/155071/155072/155073/155074/155075/155076/155077/155078/155079/155080/155081/155082/155083/155084/155085/155086/155087/155088/155089/155090/155091/155092/155093/155094/155095/155096/155097/155098/155099/155100/155101/155102/155103/155104/155105/155106/155107/155108/155109/155110/155111/155112/155113/155114/155115/155116/155117/155118/155119/155120/155121/155122/155123/155124/155125/155126/155127/155128/155129/155130/155131/155132/155133/155134/155135/155136/155137/155138/155139/155140/155141/155142/155143/155144/155145/155146/155147/155148/155149/155150/155151/155152/155153/155154/155155/155156/155157/155158/155159/155160/155161/155162/155163/155164/155165/155166/155167/155168/155169/155170/155171/155172/155173/155174/155175/155176/155177/155178/155179/155180/155181/155182/155183/155184/155185/155186/155187/155188/155189/155190/155191/155192/155193/155194/155195/155196/155197/155198/155199/155200/155201/155202/155203/155204/155205/155206/155207/155208/155209/155210/155211/155212/155213/155214/155215/155216/155217/155218/155219/155220/155221/155222/155223/155224/155225/155226/155227/155228/155229/155230/155231/155232/155233/155234/155235/155236/155237/155238/155239/155240/155241/155242/155243/155244/155245/155246/155247/155248/155249/155250/155251/155252/155253/155254/155255/155256/155257/155258/155259/155260/155261/155262/155263/155264/155265/155266/155267/155268/155269/155270/15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NORWICH SCHOOL

(HMC 750 boys)

HISTORIAN

Owing to a promotion to the Headship of the History department in another school, the position of second teacher in the History department will be vacant from September. This department has a long record of academic success. There would be a possibility for the right candidate of succeeding to the headship of the department within a few years. A young and dynamic teacher is sought. He will be expected to teach up to Scholarship standard, and otherwise to cut a wide swathe through the life of the school. Salary: Burnham Scale according to qualifications. Membership of PPP medical Insurance available.

Applications to the Headmaster, Norwich School, The Close, Norwich NR1 4DQ, enclosing full curriculum vitae and the names of two referees.

ST. PAUL'S GIRLS' SCHOOL

Brook Green,
London W6

Required from September 1983:

Head of Mathematics

To organise and teach the subject throughout the school. Good qualifications and experience essential; interest in Computer Studies desirable; innovatory flair welcomed. Salary equivalent to Burnham Scale IV for suitable applicant.

Participation in Teacher's Superannuation Scheme. Membership of Private Patients Plan medical Insurance. If necessary help with accommodation is available. Applications in writing to The High Mistress giving full curriculum vitae and the names and addresses of two referees.

WELLS CATHEDRAL SCHOOL

WELLS

SOMERSET

HMC GBA

Co-educational, Boarding & Day 480;
120 in Sixth Form

HEAD OF MATHEMATICS

An appointment will be made either for September 1983 or for September 1984 depending upon the availability of the right candidate for this important position. There is a well equipped department providing teaching throughout the school including preparation for Oxbridge entry. Salary Burnham Scale 3 or 4 according to qualifications and experience. There is possible accommodation available.

Write to the Head Master for further details and application form.

LONDON SW19

KING'S COLLEGE SCHOOL

Wimbledon Common, London SW19 4TT

HMC 650 boys 13-18

Required for September 1983

A GRADUATE MATHEMATICIAN

To teach throughout the School, including Oxbridge. The Mathematics Department has 10 members and, at present, over half the boys in the Sixth Form are taking Mathematics or Further Mathematics at 'A' level. The Department has a distinguished record of Oxbridge success. The School has recently opened a new computer facility.

This vacancy occurs as the result of the appointment of the present holder as head of department in another school. The post is particularly suitable for a well qualified mathematician who seeks experience in a large department. Salary will depend on qualifications and experience. The School operates a loan scheme to assist with house purchase. Applicants, enclosing a curriculum vitae together with the names of two referees, should be addressed to the Head Master's Secretary, from whom further information about the post is also available (01-947 9311).

INDEPENDENT ENGLISH

cont. from

SLOUGH

ENGLISH TEACHER

SCALE 2

Applications are invited for a full time position in the English Department of a well established independent day school in Slough. The successful candidate will be responsible for the teaching of English to boys in the 11-18 age range. The post is a full time position with a salary of £15,000 per annum. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature. The post is a full time position with a salary of £15,000 per annum. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature. The post is a full time position with a salary of £15,000 per annum. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature.

Free accommodation is available for the successful candidate. Applications should be sent to the Headmaster, The School, Slough, Berkshire SL1 1AA. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature.

Letters of application should be sent to the Headmaster, The School, Slough, Berkshire SL1 1AA. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature.

For further details and application form, please contact the Headmaster, The School, Slough, Berkshire SL1 1AA. The successful candidate will be expected to teach up to A level standard and to have a good knowledge of the English language and literature.

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HERTFORDSHIRE

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